

GREETINGS AND GOODBYES

Teach the children a variety of greetings and goodbyes in Greek. The following can be used on a regular basis throughout the year. Perhaps begin each Greek lesson by introducing or reinforcing a greeting or goodbye. Children will need encouragement to remember, so repetition of greeting and goodbye activities will be important. Featured below are two examples of the activities and a list of possible greetings and goodbyes. Feel free to add your own ideas.

Hand out counters, and ask those children who have one to respond in Greek, after they have been greeted. They may wish to choose a response flashcard from the floor.

Καλησπέρα, Πέτρο. Good afternoon, Peter.
Πώς είσαι; How are you?

Responses: Είμαι πολύ καλά, ευχαριστώ.
I am very well thank you.
Και συ;
And you?

Introduce or reinforce the following goodbye form using flashcards. Each child can say 'See you tomorrow' in Greek, to the person next to him/her.

Θα σε δω αύριο Ιουλία.
See you tomorrow Julie.

Καλημέρα
Πώς είσαι;

Good morning.
How are you?

Καλησπέρα.
Πώς είσαι;

Good afternoon.
How are you?

Καλησπέρα.
Πώς είσαι;

Good evening.
How are you?

Καληνύχτα.

Good night.



καλά
καλά, ευχαριστώ
χαρούμενος
λυπημένος
χάλια

well
well thank you
happy
sad
unwell

Γεια!
Πώς πάει;

Hi!
How is it going?

Και συ;
Κι εσείς;

And you? (informal)
And you? (formal)

Γεια σου, Πέτρο!

Hey, Peter!

Θα σε δω - αύριο,

See you - tomorrow

- την ερχόμενη βδομάδα

- next week

- τη Δευτέρα

- Monday

- την Τρίτη

- Tuesday

- την Τετάρτη

- Wednesday

- την Πέμπτη

- Thursday

- την Παρασκευή

- Friday

- το Σάββατο

- Saturday

- την Κυριακή

- Sunday

Αντίο

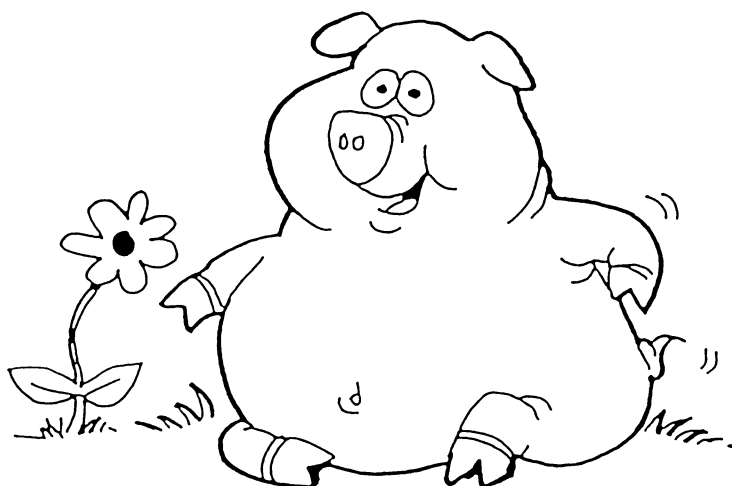
Goodbye

Εις το επανιδείν.

Till we meet again.

Θα σε δω σύντομα.

See you soon.



COMMUNICATIVE SKILLS

Teach the children a variety of common, everyday communicative skills that are not covered in the Greek lessons. This exercise will develop the children's ability to ask and answer Greek questions. You may like to structure the communicative activities based on level eg simple for K-3 and more advanced for 4-6. Use a puppet for the younger children to encourage and motivate them. Repeat the activities once or twice through the year. Featured below are two examples of the activities and a list of possible communicative skills. Feel free to add your own ideas.

The Greek puppet can choose a variety of children at random. He asks them, one at a time, what their family names are, in Greek. The children can respond in English or Greek depending on year level.

Πώς είναι το επίθετό σου;
What is your family name?

It is Smith. or Το επίθετό μου είναι Σμιθ.
Είναι Σμιθ My family name is Smith.

In Greek, ask a variety of children what they are doing on the weekend. Younger children can choose a Greek flashcard sentence from the floor that best describes what they might be doing on the weekend. Older children can have their sentences translated and written on the board.

Τι κάνεις το Σαββατοκύριακο;
What are your plans for the weekend?

Θα κάνω προπόνηση.	I'm playing sport.
Θα επισκεφτώ φίλους.	I'm visiting friends.
Θα πάω για ψώνια.	I'm going shopping.
Θα μείνω σπίτι.	I'm staying home.
Θα πάω διακοπές.	I'm going on a holiday.

Πώς σε λένε;
Με λένε ...

What is your name?
My name is ...

Πόσα αδέρφια έχεις;
How many brothers and sisters do you have?

Έχω ένα/δύο. I have one/two.

Τι ώρα είναι; What time is it?

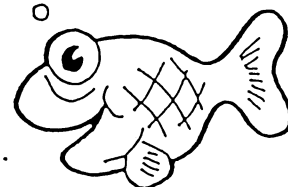
K-3 English responses to the Greek question.
4-6 (refer to Lesson 3 for each year level)
Η ώρα είναι ... The time is ...

Πού είναι το τραπέζι/η καρέκλα;
Where is the table/chair?

K-3 εδώ, εκεί here, there
4-6 Το τραπέζι είναι κοντά, μακριά, εδώ, εκεί.
The table is close, far away, here, there.

Ποιοι είναι οι φίλοι σου; Who are your friends?

K-3 Οι φίλοι μου είναι ... My friends are ...
4-6 Ο Πάυλος είναι φίλος μου Paul is my friend



Μπορώ να πάω στο μπάνιο, παρακαλώ;
Can I go to the bathroom, please?

Αριστερά και δεξιά Left and right

K-3 Αριστερά και δεξιά Left and right
4-6 Δώσε μου το βιβλίο στα αριστερά.
 Give me the book from the left.
 Το βιβλίο είναι αριστερά.
 The book is on the left.

Ποιο είναι το τηλέφωνό σου;
What is your telephone number?

K-3 Είναι δύο, πέντε ... It's two, five ...
4-6 Το τηλέφωνο μου είναι ...
 My telephone number is ...

Ποια είναι η διεύθυνσή σου; What is your address?

K-6 Η διεύθυνσή μου είναι ... My address is ...

Τι ημερομηνία έχουμε σήμερα; What is the date?

3-4 Σήμερα είναι 10 Απριλίου.
 Today is the 10th of April.
5-6 Σήμερα είναι 10 Απριλίου 1993.
 Today is the 10th of April, 1993.

Αγόρι και κορίτσι Boy and girl

K-3 Είμαι αγόρι / κορίτσι.
 I'm a boy / girl.
4-6 Είμαι αγόρι / κορίτσι.
 He is a boy / She is a girl.

Τακτικοί αριθμοί Ordinal numbers

K-3 Πρώτος, δεύτερος, τρίτος, τέταρτος, πέμπτος
 1st - 5th
4-6 Πρώτος, δεύτερος, τρίτος, τέταρτος, πέμπτος
 έκτος, έβδομος, όγδοος, ένατος, δέκατος
 1st - 10th

Possessives eg my cat; your pencil

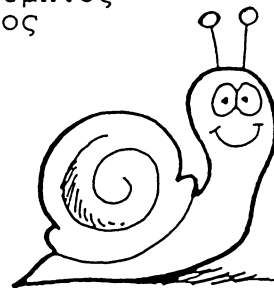
K-3 my, your
4-6 my, your, his/her, our

Τι έκανες σήμερα το πρωί;
What did you do this morning?

K-3 English responses to the Greek question.
4-6 Σήμερα το πρωί έφαγα πρωινό, βούρτσισα τα δόντια μου,
 έπλυνα το πρόσωπό μου, ντύθηκα και χτένισα τα μαλλιά
 μου.
 This morning I had breakfast; brushed my teeth;
 washed my face; dressed myself and combed my hair.

Τι έφαγες για πρωινό, μεσημεριανό, βραδινό;
What did you eat for breakfast; lunch; dinner?

K-3 English responses to the Greek question.
4-6 Για πρωινό έφαγα τoστ.
 I ate toast for breakfast.
 Για μεσημεριανό έφαγα φρούτα.
 I ate fruit for lunch.
 Για βραδινό έφαγα κοτόπουλο με πατάτες.
 I ate chicken and potatoes for dinner.



SEQUENCE CHART

THEMES AND CONCEPTS

YEAR LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1 NUMBERS	NUMBERS TO FIVE	NUMBERS TO TEN	NUMBERS TO FIFTEEN	ADDING AND SUBTRACTING IN GREEK	NUMBERS TO THIRTY	NUMBERS TO FORTY	NUMBERS TO ONE HUNDRED
2 NUMBERS	NUMBERS TO FIVE	NUMBERS TO FIFTEEN	NUMBERS TEN TO TWENTY	NUMBERS TO THIRTY	NUMBERS TO FORTY	NUMBERS TO ONE HUNDRED	NUMBERS ONE HUNDRED TO ONE THOUSAND
3 TIME	THE CLOCK	ONE O'CLOCK TO TWELVE O'CLOCK	O'CLOCK AND HALF PAST	MORNING, AFTERNOON AND NIGHT	QUARTER PAST AND QUARTER TO	MORNING, AFTERNOON AND NIGHT	ALL TIMES
4 SENSES AND ACTION	EYES AND SEEING	SMELL	TOUCHING	THE FIVE SENSES	ACTIONS	THINGS I LIKE	ACTION WORDS
5 SENSES AND ACTION	EARS AND HEARING	TASTE	THE FIVE SENSES	ACTIONS	I LIKE	I LIKE	SCHOOL, HOME AND TOWN
6 THE CALENDAR	FIVE DAYS OF THE WEEK	SEVEN DAYS OF THE WEEK	DAYS OF THE WEEK	MONTHS OF THE YEAR	MONTHS OF THE YEAR	THE MONTH I LIKE	WHAT MONTH AM I?
7 THE CALENDAR	FIVE DAYS OF THE WEEK	SEVEN DAYS OF THE WEEK	FAVOURITE DAY	MONTHS OF THE YEAR	BIRTHDAY MONTH	HOLIDAY MONTHS	DATE OF BIRTH
8 COLOURS	PRIMARY COLOURS	FIVE COLOURS	MORE COLOURS	DIFFERENT COLOURED OBJECTS	DIFFERENT COLOURED OBJECTS	QUESTIONS AND ANSWERS ABOUT COLOURS	CREATING LONGER GREEK SENTENCES
9 REVISION 1	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE	GREEK MEMORY CHALLENGE
10 EASTER	EASTER PATHS	EASTER DOT TO DOT	EASTER COUNT AND MATCH	EASTER EGG MAZE	ORDERING EASTER BUNNIES	EASTER DOT TO DOT	EASTER COUNTING

SEQUENCE CHART

THEMES AND CONCEPTS

YEAR LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
11 COLOURS	BLACK AND WHITE	GREY AND PINK	MIXING COLOURS	COLOURED POP-UPS	DIFFERENT COLOURED OBJECTS	CONSTRUCTING SENTENCES	PUTTING OBJECTS SOMEWHERE
12 BODY PARTS	BODY PARTS	BODY PARTS	HAIR, SKIN AND EYE COLOUR	THE WHOLE BODY	BODY ACTIONS	KEEPING HEALTHY	PLAYING SPORT WITH FRIENDS
13 BODY PARTS	THE HEAD	BODY AND HEAD MURAL	WHAT I LIKE ABOUT MYSELF	BODY ACTIONS	TOUCHING OBJECTS WITH BODY PARTS	HOW I TAKE CARE OF MYSELF	DESCRIBING A FRIEND
14 CLOTHES	GETTING DRESSED	GETTING DRESSED	MAKING CLOTHES	MATCHING GAME	MY FAVOURITE CLOTHES	CLOTHES FOR COLD WEATHER	DESIGNING CLOTHES
15 CLOTHES	ORIGAMI HAT	FAVOURITE CLOTHES	CLOTHES THAT GO TOGETHER	ORIGAMI SHIRT AND TIE	BRIGHT AND DULL CLOTHES	CLOTHES FOR HOT WEATHER	COMPREHENSION
16 WEATHER AND SEASONS	HOT WEATHER	RAINY AND SUNNY WEATHER	WINTER	SPRING	SUMMER	AUTUMN	SEASONS
17 WEATHER AND SEASONS	COLD WEATHER	RAINY AND SUNNY WEATHER	WINTER	SPRING	SUMMER	AUTUMN	CLOTHES AND WEATHER
18 THE CLASSROOM	CLASSROOM OBJECTS	CLASSROOM OBJECTS	CLASSROOM OBJECTS	CLASSROOM OBJECTS	CLASSROOM OBJECTS	CLASSROOM OBJECTS AND COLOUR	MY CLASSROOM
19 THE CLASSROOM	SCHOOL ENVIRONMENT	BIG AND SMALL	ASKING FOR AN OBJECT	ASKING WHERE AN OBJECT IS	PUTTING AN OBJECT SOMEWHERE	SCHOOL ENVIRONMENT	THINGS I LIKE DOING AT SCHOOL
20 REVISION 2	GREEK ALPHABET GAME	GREEK ALPHABET GAME	GREEK ALPHABET GAME	GREEK ALPHABET GAME	GREEK ALPHABET GAME	GREEK ALPHABET GAME	GREEK ALPHABET GAME

SEQUENCE CHART

THEMES AND CONCEPTS

YEAR LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
21 SHAPES/ LENGTH/ WEIGHT	SQUARE AND TRIANGLE SHAPES	SHAPES	BIG AND SMALL	WHAT SHAPE IS THIS?	LONG AND SHORT OBJECTS	LIGHT AND HEAVY OBJECTS	RESEARCHING OBJECTS
22 SHAPES/ LENGTH/ WEIGHT	CIRCLE AND RECTANGLE SHAPES	COLOURS AND SHAPES	SHAPES AROUND THE SCHOOL	SHAPE PATTERNS	COMPARING HEIGHTS	MORE OR LESS	GREEK SENTENCES
23 FOOD AND SHOPPING	FRUIT	MEAT	SWEETS	THE SIX FOOD GROUPS	A LARGER VARIETY OF FOODS	SHOPPING ITEMS NEEDED	MAKING A WALLET
24 FOOD AND SHOPPING	VEGETABLES	CEREALS	DRINKS	MY FAVOURITE FOODS	SHOPS	FOOD AND SHOPS	OWNING A SHOP
25 FAMILY AND FRIENDS	MUM AND DAD	GRANDPARENTS	MY FAMILY	SCHOOL FRIENDS	THINGS YOU DO WITH FRIENDS	FAMILY MOBILE	EXTENDED FAMILIES
26 FAMILY AND FRIENDS	BROTHERS AND SISTERS	AUNTS, UNCLES AND COUSINS	MY, YOUR, HIS/HER	FRIENDS OUT OF SCHOOL	WHAT'S SPECIAL ABOUT YOUR FRIEND?	THINGS WE DO WITH THE FAMILY	COMPREHEN- SION
27 HOME/ HEALTH/ JOBS	MY HOME	WHO LIVES IN YOUR HOME?	HOUSE FURNITURE	BEING UNWELL	BEING UNWELL	DIFFERENT HOMES	WHAT I WOULD LIKE TO BE?
28 HOME/ HEALTH/ JOBS	HOUSES IN THE STREET	HOME ACTIVITIES	BEDROOM PLAN	HOW TO GET BETTER	ROOMS IN A HOUSE	DIFFERENT PROFESSIONS	YOUR PROFESSION
29 ANIMALS	A VARIETY OF ANIMALS	FAVOURITE ANIMALS	WHERE DO ANIMALS LIVE?	DIFFERENT BIRDS	MORE ANIMALS	NATIVE ANIMALS	ALL ANIMALS REVISED
30 REVISION 3	MUSICAL BALLOONS	MUSICAL BALLOONS	MUSICAL BALLOONS	MUSICAL BALLOONS	MUSICAL BALLOONS	MUSICAL BALLOONS	MUSICAL BALLOONS

SEQUENCE CHART

THEMES AND CONCEPTS

YEAR LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
31 ANIMALS	PETS	FUR, FEATHERS, SCALES AND WOOL	ANIMAL HOMES	DIFFERENT BIRDS	ANIMAL COLOURS	AQUATIC ANIMALS	DESCRIBING ANIMALS
32 TRANSPORT AND HOLIDAYS	LAND TRANSPORT	WATER TRANSPORT	AIR TRANSPORT	ALL MODES OF TRANSPORT	TRAVELLING ON LAND, WATER AND IN THE AIR	HOLIDAYS	MY HOLIDAYS
33 TRANSPORT AND HOLIDAYS	LAND TRANSPORT	WATER TRANSPORT	ALL MODES OF TRANSPORT	ALL MODES OF TRANSPORT	HOLIDAYS	OUR HOLIDAYS	MY FRIEND'S HOLIDAYS
34 COUNTRY AND CITY	FOOD ON A FARM	ON A FARM	THE COUNTRY	THE CITY	THE COUNTRY REVISITED	THE CITY REVISITED	COUNTRY AND CITY
35 COUNTRY AND CITY	BAKING A CAKE	A FARM MURAL	THE COUNTRY	COUNTRY OR CITY	COUNTRY BOOKS	CITY BOOKS	WHERE DO YOUR RELATIVES LIVE?
36 OUR ENVIRONMENT	USING THE LAND	USING THE WATER	HOW DO PEOPLE USE THE AIR?	POLLUTION AND ITS EFFECTS	MOBILES	HOW TO PROTECT OUR ENVIRONMENT	OUR ENVIRONMENT
37 OUR ENVIRONMENT	WHAT I LIKE TO DO	ANIMAL MODELS	KITES	ENVIRONMENT- AL MURAL	COMPREHEN- SION	ORIGAMI BIRDS	HOW DO THE ANIMALS FEEL?
38 REVISION 4	SPIN THE ARROW	SPIN THE ARROW	SPIN THE ARROW	SPIN THE ARROW	SPIN THE ARROW	SPIN THE ARROW	SPIN THE ARROW
39 CHRISTMAS	HOW DO YOU CELEBRATE CHRISTMAS?	HOW DOES YOUR FRIEND CELEBRATE CHRISTMAS?	COOKING GREEK SHORTCAKES	CHRISTMAS THIS YEAR	CHRISTMAS TIME	COOKING CHRISTMAS BREAD	GREEK CHRISTMAS
40 CHRISTMAS	CHRISTMAS CARDS	CHRISTMAS CARDS	CHRISTMAS CARDS	CHRISTMAS CARDS	CHRISTMAS CARDS	CHRISTMAS CARDS	CHRISTMAS CARDS

GREEK LESSON 1 - NUMBERS 1

YEAR ONE

NUMBERS TO TEN

Using Greek flashcards and ten cubes, explore the number ten in Greek. Choose a variety of children at random and, in Greek, ask them one at a time to bring the teacher a certain number of cubes. For example:

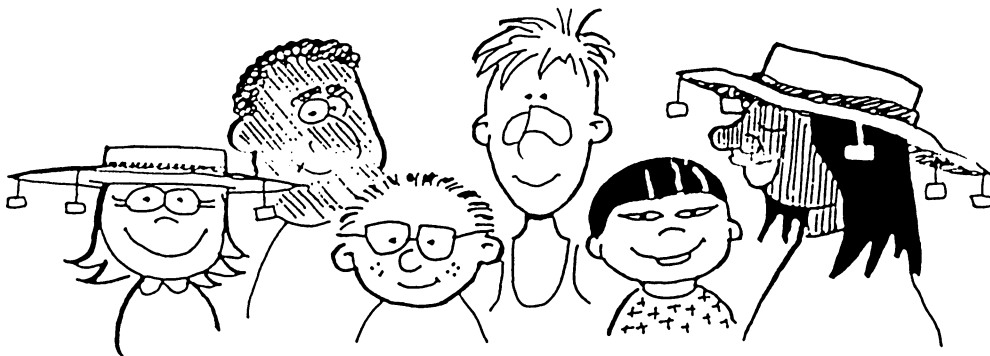
Πάυλο, φέρε μου δύο κύβους.
Paul, bring me two cubes.

Ask the children to draw a number of friends between one and ten on a piece of paper. The children can label their work appropriately in Greek.

Note: Greek nouns are masculine, feminine or neuter.

<u>Αριθμοί</u>	<u>Numbers</u>		
ένα	one	έξι	six
δύο	two	εφτά	seven
τρία	three	οχτώ	eight
τέσσερα	four	εννέα	nine
πέντε	five	δέκα	ten

Ένας φίλος One Friend
Δέκα φίλοι Ten Friends



έξι φίλοι

Follow-up Activity - Numbers 1

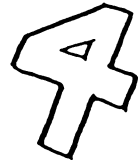
Ask the children to read their Greek number sentences. Praise them for their excellent pictures and sentences.

Resources

flashcards
cubes



paper



GREEK LESSON 2 - NUMBERS 2

YEAR ONE

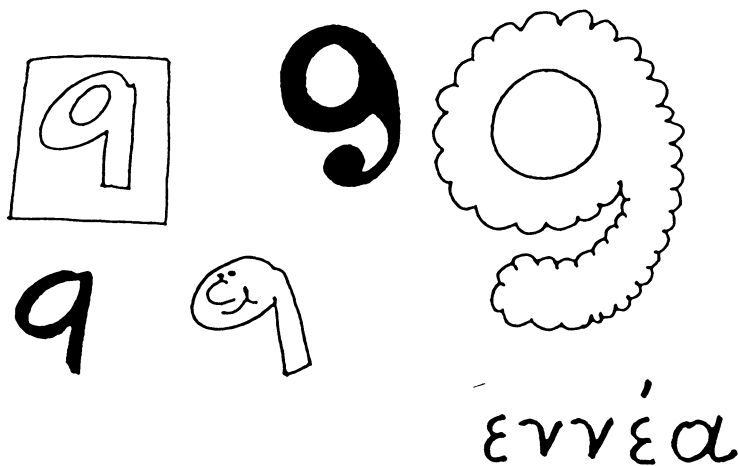
NUMBERS TO FIFTEEN

Revise the numbers to ten in Greek, by asking the children to guess which number the teacher is thinking of. The child who guesses the number is next to have a turn. Play this several times.

Introduce the numbers eleven to fifteen in Greek, using flashcards. Choose a variety of children at random. In Greek, ask them to one at a time bring the teacher a certain number of cubes, like last week.

<u>Αριθμοί</u>	<u>Numbers</u>
έντεκα	eleven
δώδεκα	twelve
δεκατρία	thirteen
δεκατέσσερα	fourteen
δεκαπέντε	fifteen

Each child chooses a number between one and fifteen and looks for it in the magazines. The numbers are stuck on a piece of paper and labelled in Greek. If magazines are unavailable, the children can draw the numbers in different sizes and styles.

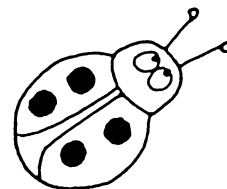


Follow-up Activity - Numbers 2

The children can share their number displays with the class. Encourage the children to read their numbers in Greek.

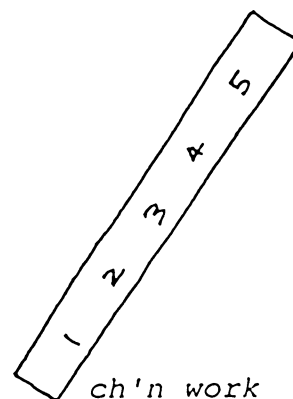
If time allows, order the children with their number's work. Discuss which numbers were and weren't popular.

Resources



flashcards
cubes

paper
magazines



ch'n work

GREEK LESSON 3 - TIME

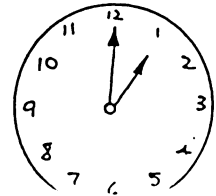
YEAR ONE

ONE O'CLOCK TO TWELVE O'CLOCK

Using flashcards and a large clock, demonstrate from one o'clock to twelve o'clock, in full hour only. Reinforce that the long hand always goes on the twelve for 'o'clock' and the short hand points to the numbers.

Play a game where a child comes to the front and creates a time on the clock. Other children try to say the time in Greek. Repeat the game several times. Reward those children who have a go.

flashcards
lg clock



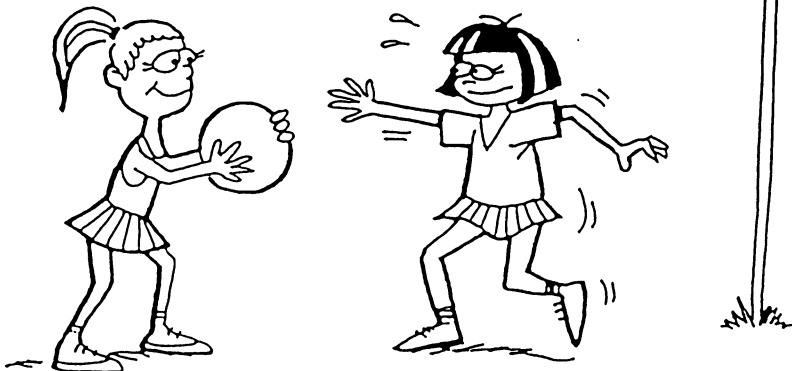
Τι ώρα είναι; What's the time?

Είναι μία.	It's 1:00
Είναι δύο.	It's 2:00
Είναι τρεις.	It's 3:00
Είναι τέσσερις.	It's 4:00
Είναι πέντε.	It's 5:00
Είναι έξι.	It's 6:00
Είναι επτά.	It's 7:00
Είναι οχτώ.	It's 8:00
Είναι εννιά.	It's 9:00
Είναι δέκα.	It's 10:00
Είναι έντεκα.	It's 11:00
Είναι δώδεκα.	It's 12:00

The children can choose a time of the day they like most and draw a picture of what they would do at that time. They label their work in Greek.

paper

Είναι τέσσερις.



Follow-up Activity - Time

Each child can read his/her work in Greek, telling the class what they are doing at that time.



ch'n work

GREEK LESSON 4 - SENSES AND ACTIONS 1

Resources

YEAR ONE

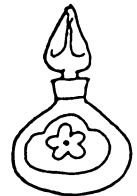
SMELL

Discuss why our noses are important. Explore the following sentences in relation to smell.

flashcards

Εγώ μυρίζω I smell

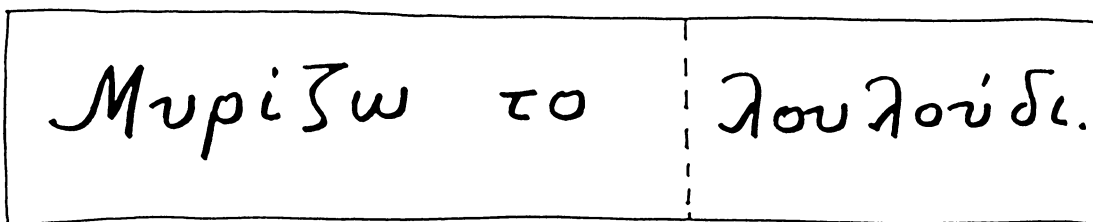
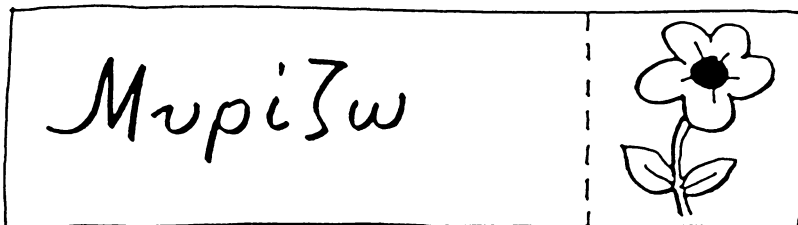
Μυρίζω το λουλούδι.	I smell the flower.
το φαγητό.	the food.
το χοιτάρι.	the grass.
το άρωμα.	the perfume.
τον αέρα.	the air.



A child goes to the middle of the circle, chooses a labelled object to smell and then constructs a Greek sentence with the teacher's guidance. The teacher can do the first one with the children. Try to give all the children a go. The children make up a little Greek pop-out sentence describing what they smell.

objects

paper



Follow-up Activity - Senses and Actions 1

Each child can read his/her Greek sentence to the class.

ch'n work

Ask the children what other things are nice to smell eg freshly-cooked bread.



GREEK LESSON 5 - SENSES AND ACTIONS 2

YEAR ONE

TASTE

Discuss why the tongue is important. Introduce the following flashcards on food and taste. Prepare a food tray with lemon segments; sugar; cheese and bread cubes. Go through each of the foods with the children, and what they taste like in English.

Explore the following sentences while children taste the foods from the tray.

Το λεμόνι είναι ξινό.
Το τυρί είναι αλμυρό.
Η ζάχαρη είναι γλυκιά.
Το ψωμί είναι άνοστο.

The lemon is sour.
The cheese is salty.
The sugar is sweet.
The bread is bland.

Try to give all the children a go at tasting a food and then reading out the related sentence after the teacher. The other children can repeat the sentence after the child.

The children can draw themselves tasting food and write the appropriate words or sentences in Greek.

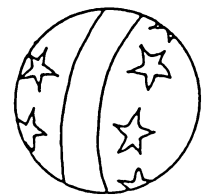
N.B. Make sure to take hygiene precautions.

Resources

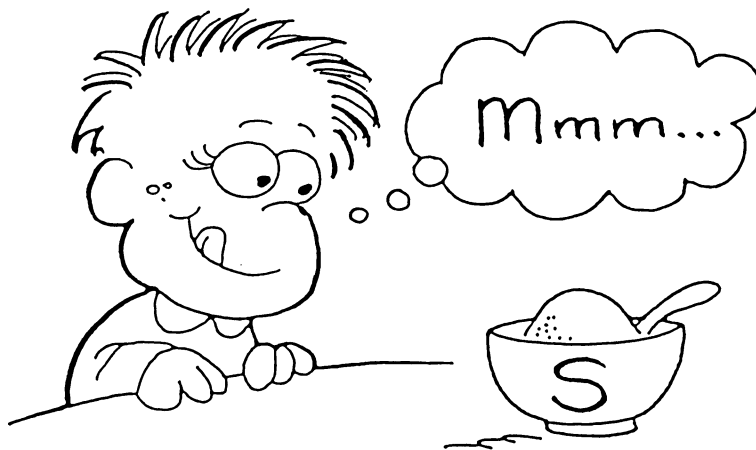
flashcards

food tray

flashcards



paper



Η Ζάχαρη είναι γλυκιά.

Follow-up Activity Senses and Actions 2

Each child can share his/her picture with the class and read the related word or sentence in Greek.



ch'n work

GREEK LESSON 6 - THE CALENDAR 1

Resources

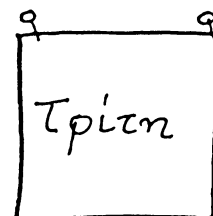
YEAR ONE

SEVEN DAYS OF THE WEEK

Using flashcards, revise the five days of the week in Greek. Call out a day in English and ask a child to find the matching Greek flashcard. Repeat the activity several times. Introduce Saturday and Sunday in Greek by asking the children what they do on these days e.g. play sport, visit friends or family, go on picnics etc.

Children choose their favourite day of the weekend and draw a picture about it on a piece of paper. The children can then label their work in Greek.

flashcards



paper



Η εβδομάδα

Δευτέρα

Τρίτη

Τετάρτη

Πέμπτη

Παρασκευή

Σάββατο

Κυριακή

The Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Σάββατο

Follow-up Activity - The Calendar 1

The children can share their work with the class. Encourage the children to read their work in Greek.

ch'n work

Ask the children if they have a special day of the week. The children can respond in Greek.

GREEK LESSON 7 - THE CALENDAR 2

Resources

YEAR ONE

SEVEN DAYS OF THE WEEK

Revise the seven days of the week by spreading the English and Greek flashcards in the middle of the circle. Play a memory game with the children. Repeat the activity and reward those children who found matching pairs. Discuss the seven days of the week in more detail eg. what routines occur on these days. Make a Big Book titled 'The Days of the Week' in Greek. Each page can have a Greek sentence about what regular event happens on that day. For example:

Κάθε Δευτέρα έχουμε προπόνηση.
Every Monday we have sport.

Κάθε Τρίτη έχουμε μουσική.
Every Tuesday we have music.

Κάθε Δευτέρα...	Every Monday...
Κάθε Τρίτη...	Every Tuesday...
Κάθε Τετάρτη...	Every Wednesday...
Κάθε Πέμπτη...	Every Thursday...
Κάθε Παρασκευή...	Every Friday...
Κάθε Σάββατο...	Every Saturday...
Κάθε Κυριακή...	Every Sunday...

Divide the children into eight groups and give them a page each to illustrate.

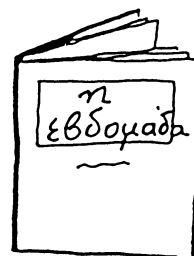
Κάθε Δευτέρα
έχουμε
προπόνηση.

On Mondays
we have sport.



flashcards

lg paper



Follow-up Activity - The Calendar 2

Assemble the Big Book and read it to the children. If the children are keen they can read each page after the teacher.

Big Book

GREEK LESSON 8 - COLOURS 1

Resources

YEAR ONE

FIVE COLOURS

Using coloured circles (or other shapes) and flashcards, explore the primary colours and black and white in Greek.

Ask a child at a time to find the coloured circle from the floor, that the teacher calls out in Greek. Repeat the activity until there are no circles left.

The children can choose a coloured piece of paper and cut out a picture from it. The children can trace animals, vehicles or shapes onto their coloured paper.

The teacher may wish to have a variety of templates ready for the children to use. After the pictures have been cut out the children can label them in Greek.

coloured
circles
flashcards

coloured
paper

templates



Χρώματα
κόκκινο
μπλε/γαλάζιο
κίτρινο
μαύρο
άσπρο

Colours
red
blue
yellow
black
white

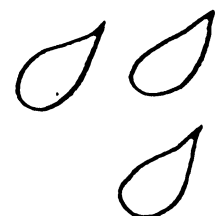


Follow-up Activity - Colours 1

Each of the children can read out the colour of their picture in Greek and describe it in English.

The teacher can make displays with the children's work and label them in Greek eg. all the red pictures together, all the blue pictures together etc.

ch'n work



GREEK LESSON 9 - REVISION 1

Resources

YEAR ONE

GREEK MEMORY CHALLENGE

Each child is given a small piece of paper. The teacher names a theme. The children draw pictures relating to that theme. Ask the children to 'picture' the vocab they are familiar with.

For example, if the teacher wants to consolidate 'The Classroom' theme the children may draw a teacher, pencil or paper.

The children return to the circle and share their pictures with the class. Encourage each child to say what his/her picture is in Greek.

Older, or more advanced, children can be asked to draw the pictures and write the words in Greek.

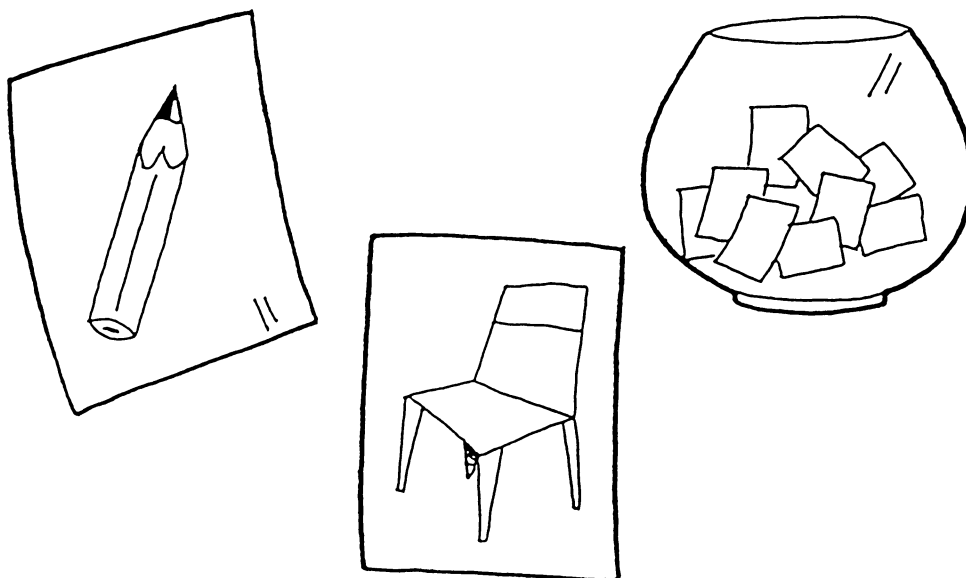
Put the pictures in a container and ask a child at a time to take one. The children share their pictures with the class.

Praise the children.

sm paper



container



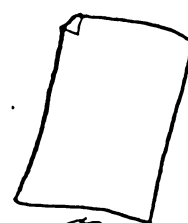
Follow-up Activity - Revision 1

In pairs, the children can go to their tables and play the Greek Memory Challenge game together.

Choose more than one theme to revise.

Put the pictures in the classroom reading corner, where the children can revise the vocab in their own time through the week.

sm paper



GREEK LESSON 11 - COLOURS 2

YEAR ONE

GREY AND PINK

Using coloured circles (or other shapes) and flashcards, explore all the colours covered thus far.

Ask a child at a time to find the coloured circle from the floor as the teacher calls it out in Greek. Repeat the activity until there are no coloured circles left.

Introduce grey and pink, in Greek, and discuss the colours that make grey and pink.

A child at a time can go to the middle of the circle and make the colour asked by mixing two paints. For example:

Mix black and white to make grey.

Mix red and white to make pink.

γκρίζο

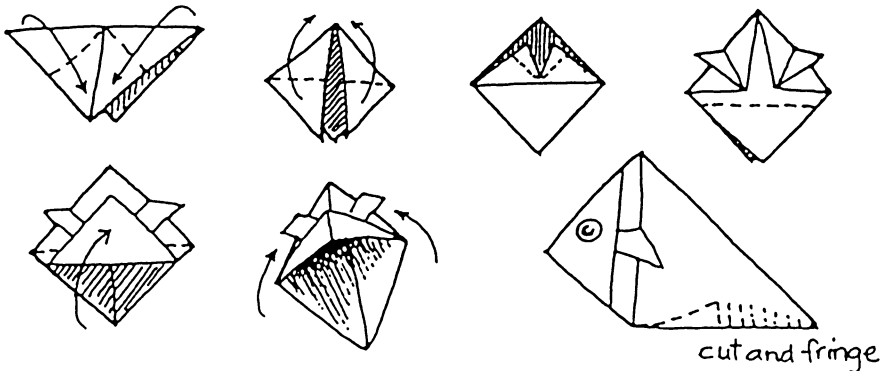
grey

ροζ

pink

The child then paints a blob on a piece of paper to show the class the colour. The teacher can label the piece of paper in Greek, while the children say the colour in Greek. Repeat the activity several times, to give other children an opportunity to mix colours.

The children can make an origami fish with coloured squares. The teacher demonstrates each step to the children. The children can label their fish in Greek.



Follow-up Activity - Colours 2

Each child can read his/her labelled fish in Greek.

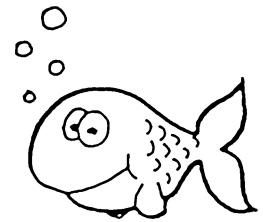
The children can share their favourite colours in Greek.

Resources

coloured
circles
flashcards

flashcards

paints



paper

coloured
paper



ch'n work

GREEK LESSON 12 - BODY PARTS 1

Resources

YEAR ONE

BODY PARTS

Using flashcards, introduce a variety of body parts in Greek.

Play a game where a child goes to the middle of the circle and other children go and stick Greek body part labels on the child. Play the game several times and ask different children to go to the middle of the circle.

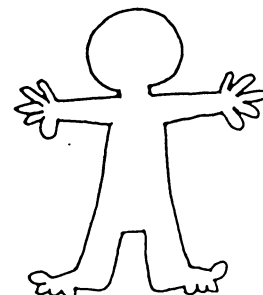
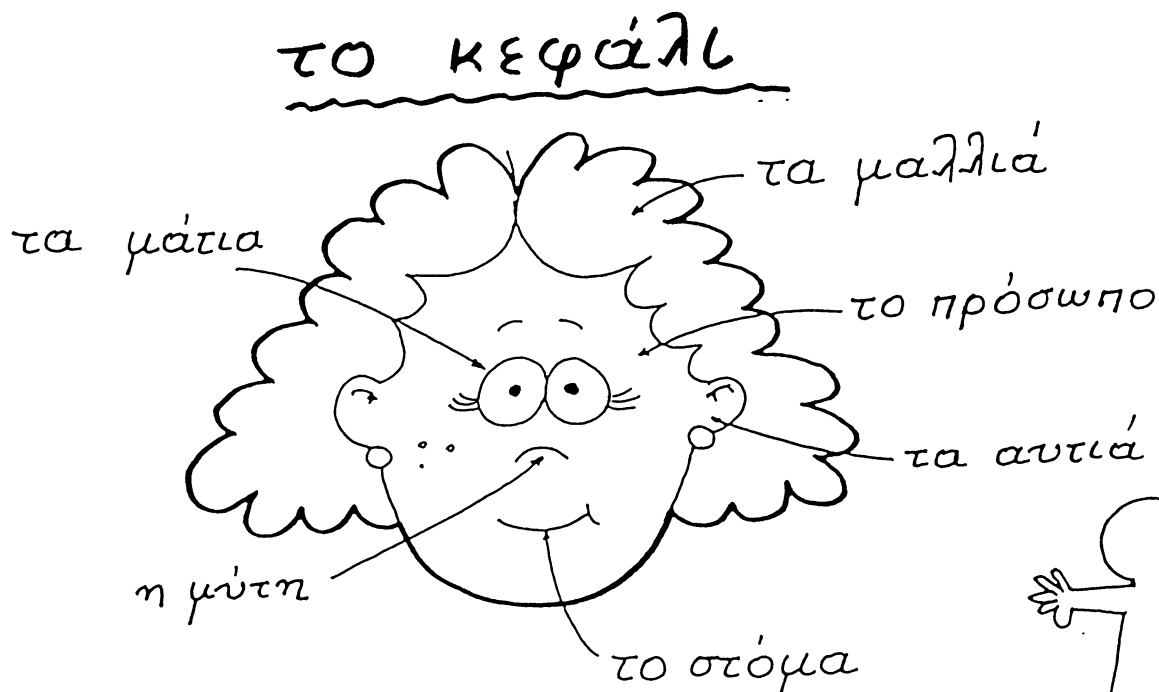
flashcards

labels
sticky tape

<u>Το σώμα</u>	<u>The body</u>	<u>Το κεφάλι</u>	<u>The head</u>
το κεφάλι	head	το πρόσωπο	face
οι ώμοι	shoulders	τα μάτια	eyes
η μέση	waist	η μύτη	nose
τα γόνατα	knees	το στόμα	mouth
τα πόδια	feet	τα αυτιά	ears
τα χέρια	hands	τα μαλλιά	hair



The children can go onto drawing either a face or a body. The children label their work in Greek.



ch'n work

Follow-up Activity - Body Parts 1

The children can share their illustrations with the class and read the labels in Greek. Praise the children for their great work.

Play the activity where someone is labelled in Greek, if time allows.

GREEK LESSON 13 - BODY PARTS 2

Resources

YEAR ONE

BODY AND HEAD MURAL

Draw a large body and head outline on two large pieces of paper. Maybe trace a child's body. Children in pairs can be given a few minutes each to colour in the murals. When the murals are complete, hang them on a wall at child height.

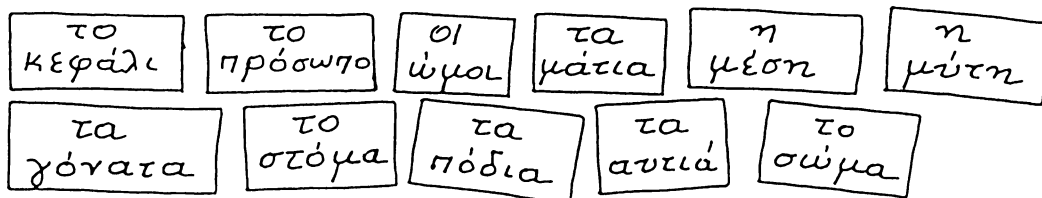
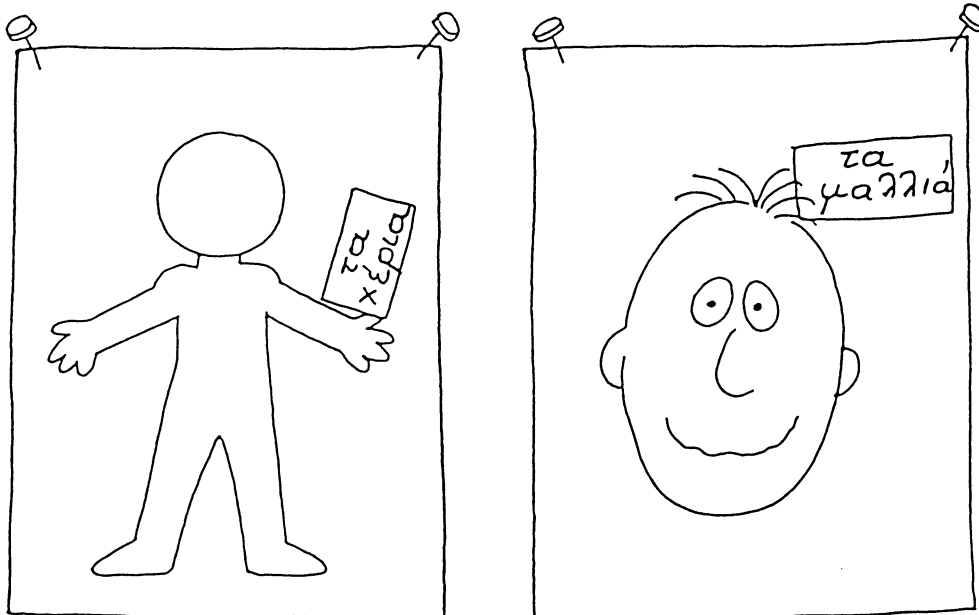
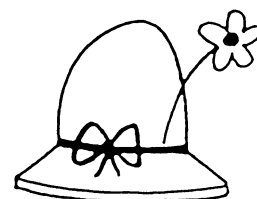
Hand out all the body part labels to the children. One child at a time goes to the correct mural and sticks the label on the body or head.

The children read the labels in Greek before sticking them on the body or head.

Blu-tack is ideal for this activity if it is available.

lg paper

labels
blu-tack



Follow-up Activity - Body Parts 2

The children can play this game repeatedly through the week, alone or in groups. Ask the children to say the body parts in Greek.

Ask the children if anyone can name all the body or head parts in Greek. Reward those who have a go.

murals
labels



GREEK LESSON 14 - CLOTHES 1

Resources

YEAR ONE

GETTING DRESSED

Using flashcards and clothes, revise the clothing covered thus far and introduce a few new ones. Ask the children where each of the articles of clothing belong on the body. Encourage the children to say the body parts in Greek where possible.

flashcards
clothes

Ρούχα

το πουκάμισο

η φούστα

το φόρεμα

το παντελόνι

το κοντό παντελονάκι

οι κάλτσες

τα παπούτσια

το καπέλο

Clothes

shirt

skirt

dress

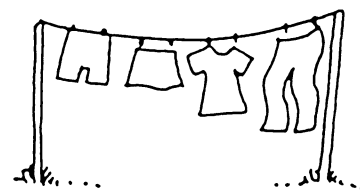
trousers

shorts

socks

shoes

hat

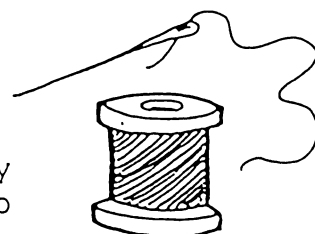


Play a game where a child chooses a Greek flashcard and the matching article of clothing from the floor. The child then puts it on a child who is in the middle of the circle. Another child has a go. Play this game until there are no clothes or flashcards left. You end up with a child who is dressed up in a variety of clothes and who can then be stripped down with the class naming each article as it comes off. Repeat the activity several times choosing different children to be dressed.



Follow-up Activity - Clothes 1

Several children can tell the class what they are wearing in Greek. The teacher may need to assist.



GREEK LESSON 15 - CLOTHES 2

Resources

YEAR ONE

FAVOURITE CLOTHES

The children can paint their favourite pieces of clothing and label them. Use the colours that the children have covered thus far. The teacher may need to label the painting for some of the children. For example:

κόκκινο πουκάμισο	red shirt
μπλε/γαλάζιο παντελόνι	blue trousers
πράσινη φούσια	green skirt



Confident children can paint and label two articles of clothing.



Follow-up Activity - Clothes 2

The children can share their paintings with the class. Encourage the children to read their Greek sentences. Praise the children for their great paintings.

ch'n work



GREEK LESSON 16 - WEATHER AND SEASONS 1

Resources

YEAR ONE

RAINY AND SUNNY WEATHER

Describe what the weather is like when it is raining or sunny. Introduce:

καιρός	weather
βροχερός	rain
ηλιόλουστος	sunny

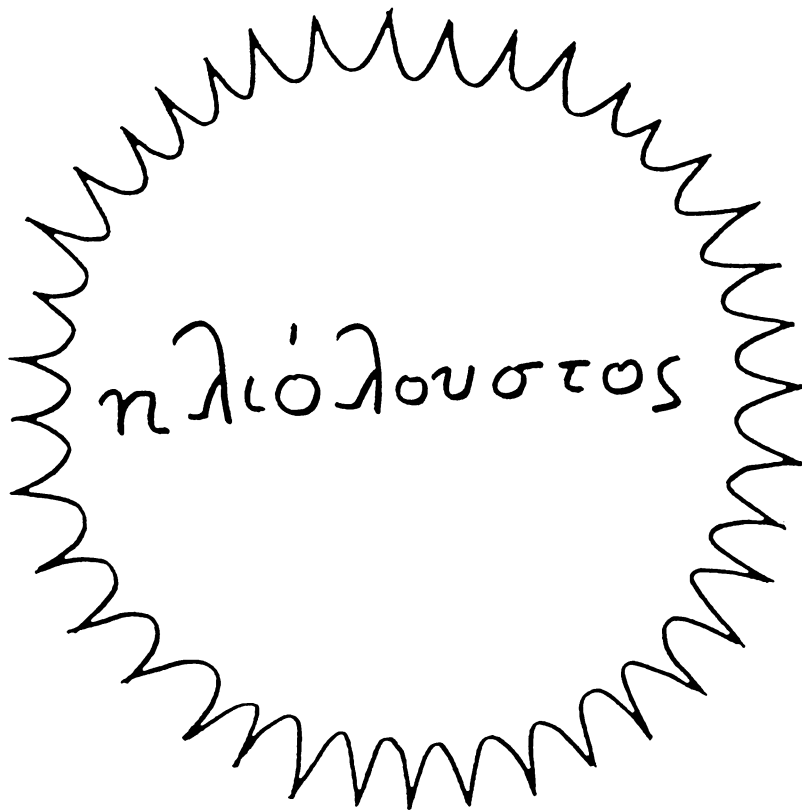
flashcards



paper
pastel

The children can act out the rain or the sun when the words are called out in Greek.

On a piece of paper the children can draw a rainy day or a sunny day, using bright or dull coloured pastels (depending on their choice of weather). They can label their work in Greek.



Follow-up Activity - Weather and Seasons 1

The children can share their illustrations with the class. Encourage the children to read out their Greek labels.

ch'n work

Display the children's work. The teacher may wish to have the rainy weather on one side of the class and the sunny weather on the other.

GREEK LESSON 17 - WEATHER AND SEASONS 2

YEAR ONE

THINGS TO DO WHEN IT'S RAINY OR SUNNY

In English discuss what activities people do when it's raining and when it's sunny. Introduce the following activities that the children can choose from.

Σήμερα βρέχει.

Διαβάζω.

Κοιμάμαι.

Βλέπω τηλεόραση.

Παίζω στο σπίτι.

Today it's raining.

I read.

I sleep.

I watch television.

I play at home.

Σήμερα κάνει λιακάδα.

Πηγαίνω στο σπίτι ενός φίλου μου.

I go to a friend's house.

Πηγαίνω στο πάρκο.

Παίζω έξω από το σπίτι.

Σκαλίζω τον κήπο.

Today it's sunny.

I go to the park.

I play outside.

I work in the garden.

Write each activity on a piece of paper and make a book about rainy and sunny weather. The children can be divided into groups and be given a page each to illustrate or to find appropriate pictures from magazines.



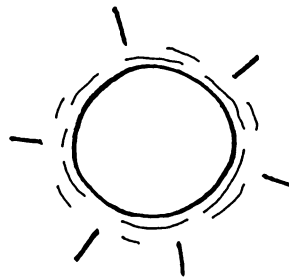
Σήμερα βρέχει.



*paper
magazines*



Σήμερα κάνει
λιακάδα.



Follow-up Activity - Weather and Seasons 2

Assemble the books and share them with the class. Encourage the children to join in with the reading or to repeat the words after the teacher.

books

GREEK LESSON 18 - THE CLASSROOM 1

Resources

YEAR ONE

CLASSROOM OBJECTS

Using the Greek flashcards and objects, explore a variety of classroom objects. The teacher calls out the objects in English and the children look for the correct flashcards and objects from the floor. Encourage the children to read out the objects in Greek.

The children can choose an object to draw, decorate, label and cut out.

The children will then have their own Greek objects. The following objects can be used:

flashcards
objects

paper



Η τάξη μου / My class

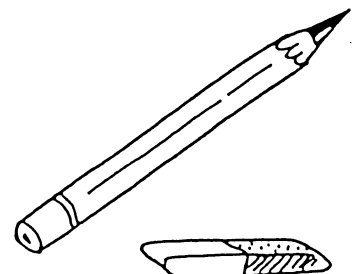
το βιβλίο	book	η καρέκλα	chair
το χαρτί	paper	το θρανίο	table / desk
το μολύβι	pencil	ο δάσκαλος	teacher(m)
τα παιδιά	children	η δασκάλα	teacher(f)



Follow-up Activity - The Classroom 1

The children can share their Greek objects with the class. Encourage the children to read their objects in Greek.

Make a collage with the objects and label it 'classroom objects' in Greek.



ch'n work

lg paper

GREEK LESSON 19 - THE CLASSROOM 2

Resources

YEAR ONE

BIG AND SMALL

Introduce 'big' and 'small' in Greek and discuss how objects can be big or small. Place the Greek flashcards related to classroom objects in the middle of the circle. A child at a time can go to the middle of the circle, choose a flashcard, read it to the class and then say whether it's big or small, in Greek. The teacher may wish to do a few examples with the children. For example:

μεγάλο - big

μικρό - small

μεγάλο βιβλίο

big book

μικρό χαρτί

small paper

μικρό μολύβι

small pencil

μεγάλη καρέκλα

big chair

μεγάλο τραπέζι

big table

flashcards

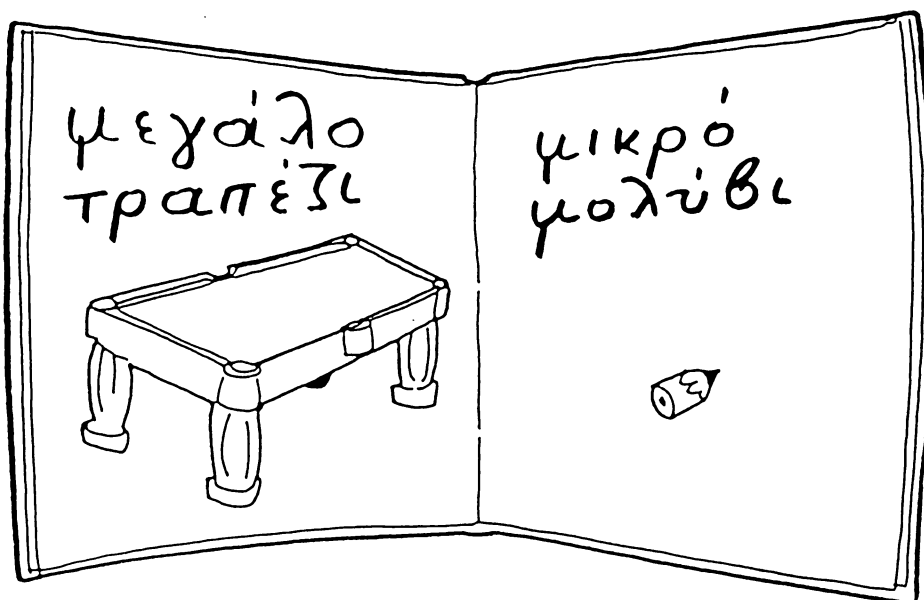


flashcards

Try to give every child a go at choosing an object and saying whether it's big or small, in Greek.

The children can fold a piece of paper in half and draw a big object on one side and a small one on the other side. They can then label their pictures in Greek.

paper



Follow-up Activity - The Classroom 2

Each child can share his/her work with the class in Greek. Praise the children for their great reading.



ch'n work

GREEK LESSON 20 - REVISION 2

Resources

YEAR ONE

GREEK ALPHABET GAME

Write two letters of the alphabet on separate sheets of cardboard and the vowels three times. Go through each of the letters and their sounds with the children.

Spread the letters on the floor, in alphabetical order around the circle.

A child at a time goes inside the circle and spells a Greek word. Another child reads the word aloud and then has a go. The teacher can assist the children, if necessary.

cardboard



α β γ δ ε ζ η θ ι κ λ μ ν ξ ο π ρ σ τ υ φ χ ψ ω

μπ ντ γκ τσ τζ

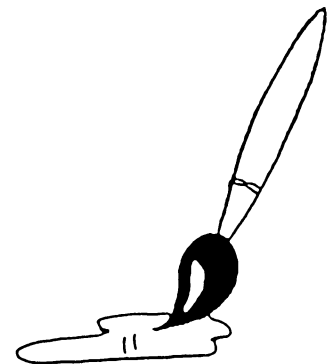
ου αι ει οι

A B Γ Δ Ε Ζ Η Θ Ι

A B Γ Δ Ε Ζ Η Θ Ι ...

A E H I

Γ Α Τ Α



Follow-up Activity - Revision 2

Try to give all the children a go at spelling a Greek word. Praise the children for working well.

GREEK LESSON 21 - SHAPES / LENGTH / WEIGHT 1

Resources

YEAR ONE

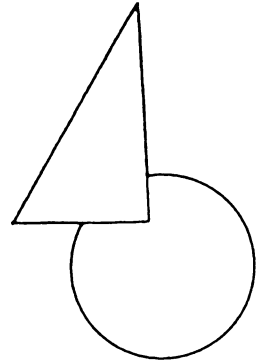
SHAPES

Using the shapes and flashcards, revise all four shapes covered thus far. Ask a child at a time to match a Greek shape name with the correct shape. Repeat the activity several times so that most of the children can have a go.

Τι σχήμα είναι αυτό;
What shape is it?

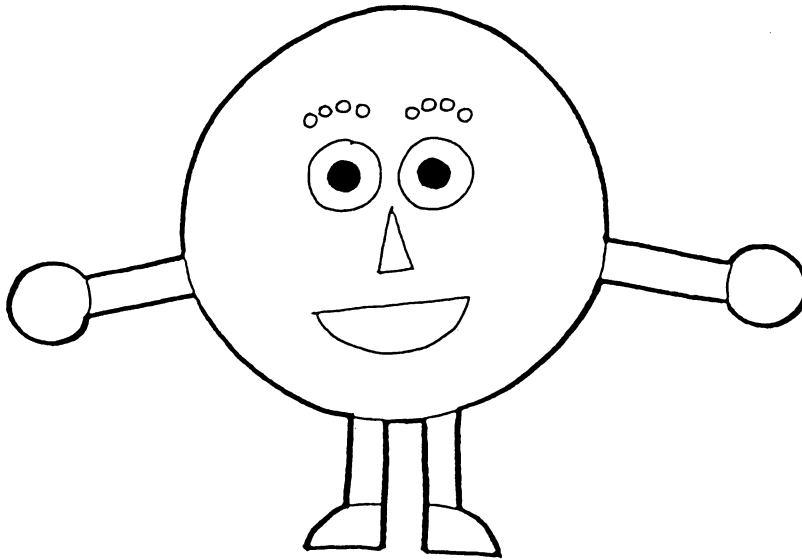
τετράγωνο	a square
τρίγωνο	a triangle
κύκλος	a circle
ορθογώνιο	a rectangle

shapes
flashcards



The children can choose their favourite shapes and create a wild picture with it. They label their picture with the correct Greek words.

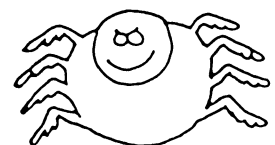
paper



Follow-up Activity - Shapes / Length / Weight 1

Ask the children to share their creations with the class. Ask the children to name their creations and encourage them to read out the Greek labels. Praise the children for their great work.

ch'n work



Display the children's work in the classroom. The teacher may wish to display the same shapes together.

GREEK LESSON 22 - SHAPES / LENGTH / WEIGHT 2

Resources

YEAR ONE

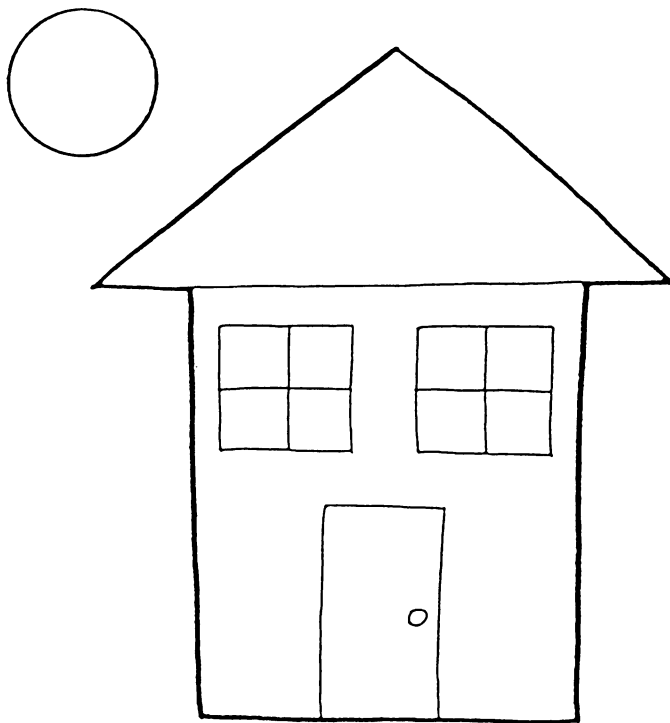
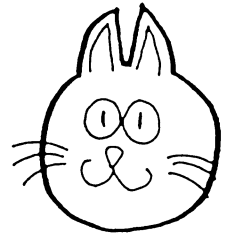
COLOURS AND SHAPES

Revise the familiar colours and shapes. Hold up a coloured shape and in Greek ask the children for its colour and shape. The children respond in Greek. Reward those children who have a go.

The children make up a picture using coloured shapes, eg. a house with square windows, a rectangular door, and a round sun in the corner of the paper, or an animal with varying shapes and colours. The teacher moves about the class and labels the children's work in Greek eg. A house, My cat etc.

coloured
shapes

paper
sm coloured
shapes



Το σπίτι μου

Follow-up Activity - Shapes / Length / Weight 2

The children can share their work with the class. As the children are sharing their work, the teacher can point out the shapes and colours used in Greek. Encourage the children to join in.



ch'n work

GREEK LESSON 23 - FOOD AND SHOPPING 1

Resources

YEAR ONE

MEAT

Introduce four types of meats that the children will be familiar with in English. Using pictures and flashcards, choose several children to match the meats with the Greek words.

flashcards
picture

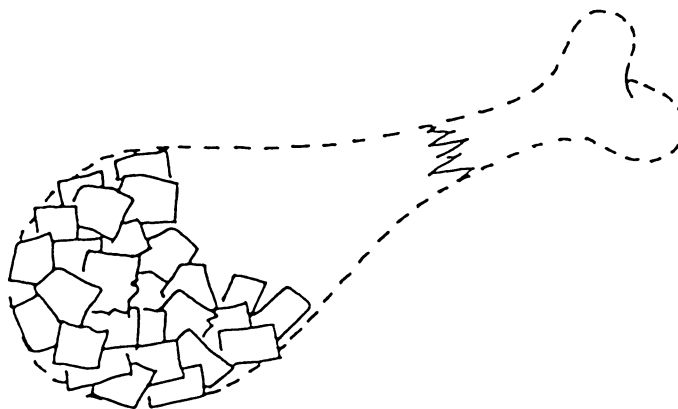
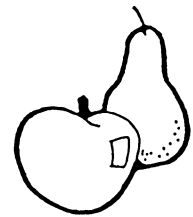
Divide the children into four groups and have each group paper chip the four large pictures of meats. The colours could be; red for the beef and lamb, pink for the pork, and white for the chicken.

lg pictures

coloured
paper

Κρέας
κοτόπουλο
βοδινό
χοιρινό
αρνί

Meat
chicken
beef
pork
lamb



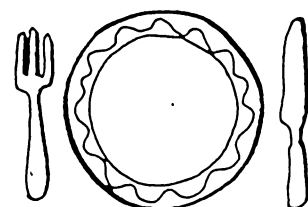
κοτόπουλο

Follow-up Activity - Food and Shopping 1

The children form a circle. Each can say, in a Greek sentence, which meat they like. Praise the children for their excellent meat posters.

Μ' αρέσει το χοιρινό. I like pork.
Δεν μ' αρέσει το κρέας. I don't like meat.

Display the posters.



GREEK LESSON 24 - FOOD AND SHOPPING 2

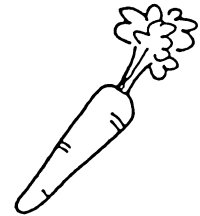
Resources

YEAR ONE

CEREALS

Introduce four types of cereals that the children will be familiar with in English. Using pictures and flashcards, choose several children to match the cereals with the Greek words.

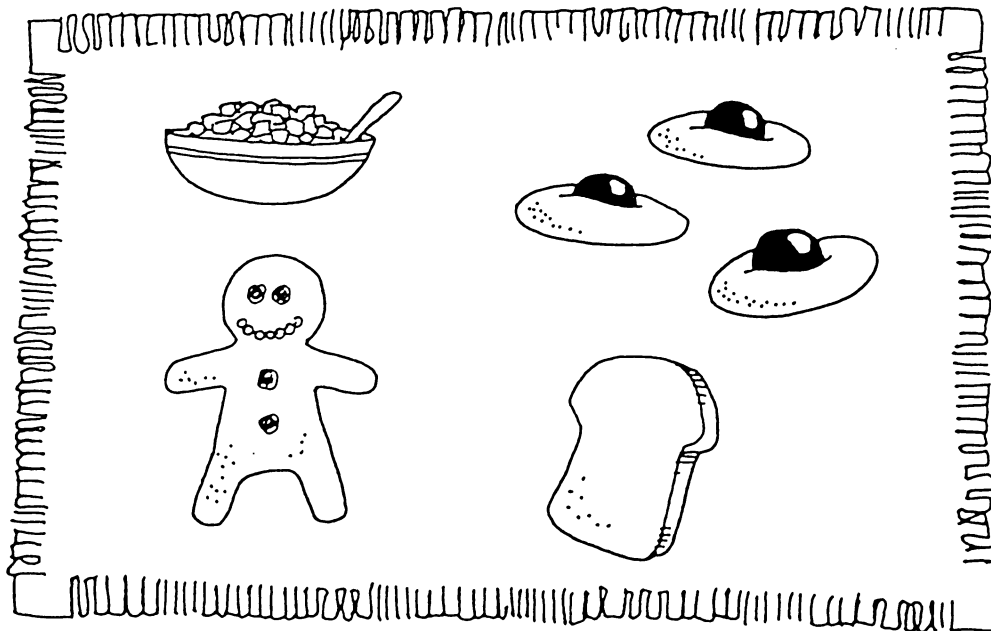
flashcards
pictures



Δημητριακά
το ψωμί
κορνφλέικς
τα κέικ
τα μπισκότα

Cereal
bread
cornflakes
cakes
biscuits

Each child can make a cereal placemat. The children fringe each side of the paper neatly. They then cut cereal pictures from the magazines and stick them in the middle of the placemat.



Follow-up Activity - Food and Shopping 2

Ask the children to construct a Greek sentence about cereals they like. For example:

Μ' αρέσει το ψωμί.
I like bread.

Μ' αρέσουν τα κέικ.
I like cakes.



GREEK LESSON 25 - FAMILY AND FRIENDS 1

Resources

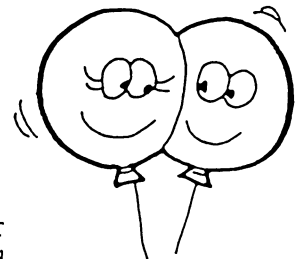
YEAR ONE

GRANDPARENTS

Discuss grandparents with the children, in English. Using flashcards and pictures (if available), introduce grandparents in Greek. The teacher can hold up a picture, and the children call out 'grandmother' or 'grandfather' in Greek.

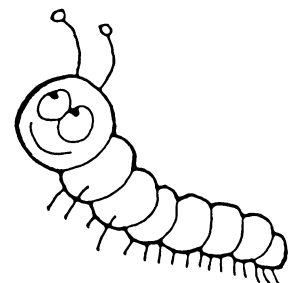
*flashcards
pictures*

η γιαγιά	grandmother
ο παππούς	grandfather



In English, each child can describe his/her grandparents to the class - where they live and what they look like. Those children who don't know their grandparents can describe them using the information from their parents by photos. The children can fold a piece of paper in half and then trace the template of a body on the folded paper. One side of the template must be on the fold. The children cut out the body, open the paper and decorate both grandparents. The grandparents are then labelled in Greek.

*paper
template*



Follow-up Activity - Family and Friends 1

Each child can share his/her grandparents with the class. Encourage the children to read the labels in Greek.

ch'n work

Display the children's work.

GREEK LESSON 26 - FAMILY AND FRIENDS 2

Resources

YEAR ONE

AUNTS, UNCLES AND COUSINS

Discuss in English the relationship of aunts, uncles and cousins. Using flashcards, introduce these words in Greek and revise the other members of the family. A child at a time can sort and match the English and Greek flashcards that are in the middle of the circle. Reward those who have a go.

Each child can paint a picnic scene or family outing on a large piece of paper. When the paintings are dry, the children can label their paintings with each family member in Greek. The paintings can be titled 'My Family' in Greek. The teacher may need to help the children label the family members in Greek.

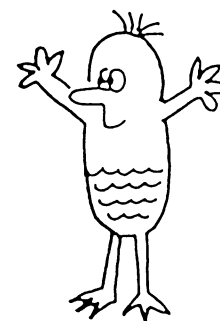
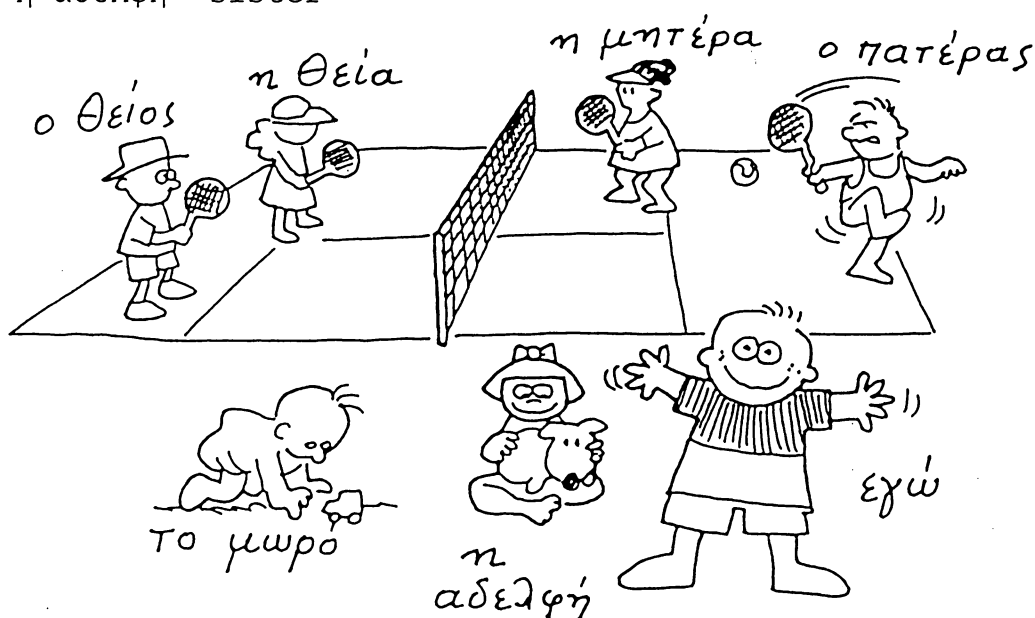
flashcards



lg paper
paints

Η οικογένειά μου / My family

η μητέρα	mother	η γιαγιά	grandmother
ο πατέρας	father	ο παππούς	grandfather
ο θείος	uncle	η θεία	aunt
το μωρό	baby	ο ξάδελφος	cousin (m)
εμένα/εγώ	me/I		
ο αδελφός	brother		
η αδελφή	sister		



Follow-up Activity - Family and Friends 2

Each child can share his/her painting with the class and read the family members in Greek.

Display the children's work.

ch'n work

GREEK LESSON 27 - HOME / HEALTH / JOBS 1

Resources

YEAR ONE

WHO LIVES IN YOUR HOME?

Using the flashcards related to the 'Family' theme, each child in the circle can tell the class in Greek who lives in his/her home. The children can pick the flashcards from the floor of the people that live in their home. Use the following sentence structure:

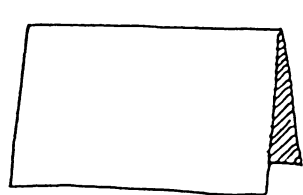
Ζω στο σπίτι / διαμέρισμά μας με τη μητέρα, τον πατέρα, τον αδελφό, την αδελφή και τη γιαγιά μου.
I live in my house / unit with my mum, dad, brother, sister and grandmother.

flashcards

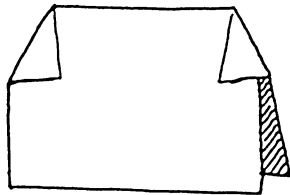


The children can make an origami house. Each child gets a large coloured square piece of paper. The teacher demonstrates each step to the children. When the house is complete, the children can decorate it and draw all the people who live in it on the front. The children can label their work, in Greek, 'my house / unit'.

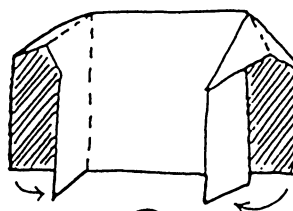
coloured
paper



①



②

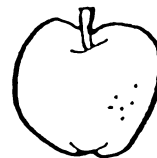


③



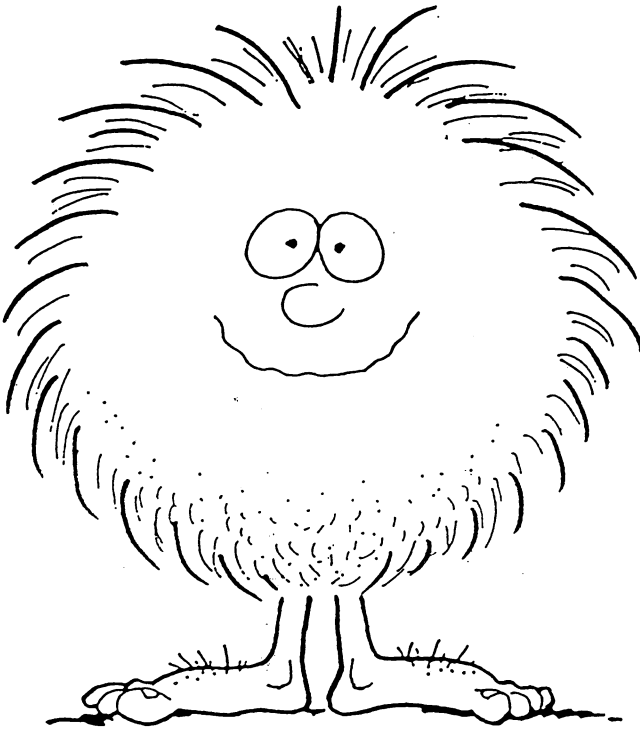
Follow-up Activity - Home / Health / Jobs 1

The children can share their homes with the class. They can describe their homes and read the Greek label of it being a house or unit.



ch'n work

GREEK AWARDS



You take the fuzz out
of me with your
Greek.

Μπράβο!

signed: _____

date: _____



This month's Greek award
goes to _____

signed: _____

date: _____

GREEK LESSON 1 - NUMBERS 1

YEAR TWO

NUMBERS TO FIFTEEN

The teacher holds a certain number of cubes behind his/her back and, in Greek, the children guess how many there are. The child who guesses the correct number finds the flashcard on the floor, comes to front and has a go. Play this game several times.

The children trace three hands onto a piece of paper and, in Greek, write the numbers one to fifteen on the fingers. The children create something wild and wonderful with their hands eg. a monster, trees, a farm of animals etc. They can label their work 'Fifteen Fingers' in Greek.

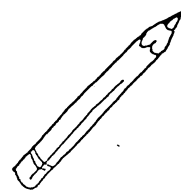
Note: Greek nouns are masculine, feminine or neuter.

<u>Αριθμοί</u>	<u>Numbers</u>
έντεκα	eleven
δώδεκα	twelve
δεκατρείς/δεκατρία	thirteen
δεκατέσσερις/δεκατέσσερα	fourteen
δεκαπέντε	fifteen

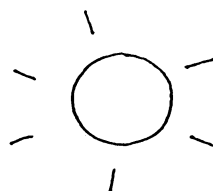
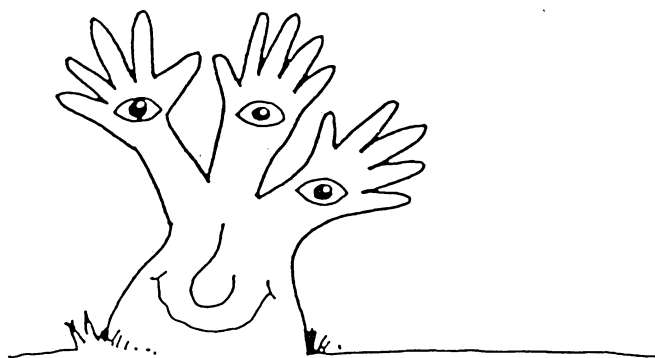
Δεκαπέντε δάχτυλα fifteen fingers

cubes
flashcards

paper



Δεκαπέντε δάχτυλα

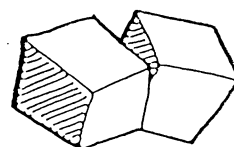


Follow-up Activity - Numbers 1

Ask the children to share their hand creations with the class. Praise them for their excellent creative ideas.

Display the children's work.

ch'n work



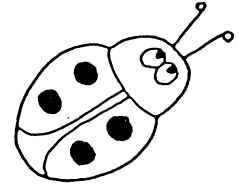
GREEK LESSON 2 - NUMBERS 2

YEAR TWO

NUMBERS TEN TO TWENTY

Using flashcards and cubes introduce the numbers to twenty in Greek. Choose a variety of children to go to the centre of the circle and pick their favourite number flashcard and the right amount of cubes in Greek. The rest of the class can count the cubes aloud to make sure they are correct.

flashcards
cubes

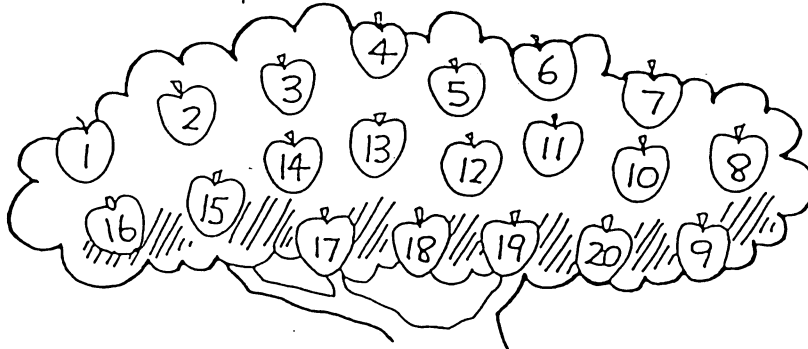


<u>Αριθμοί</u>	<u>Numbers</u>
δεκαέξι	sixteen
δεκαεπτά	seventeen
δεκαοχτώ	eighteen
δεκαεννιά	nineteen
είκοσι	twenty

Make a mural of an apple tree. The teacher draws a huge picture of a tree on a large sheet of paper. Choose twenty children to draw, colour and cut out a large apple each. The other children draw, colour and cut out five leaves each. Assemble the apple tree and label the different pictures in Greek. Number the apples from one to twenty in Greek.

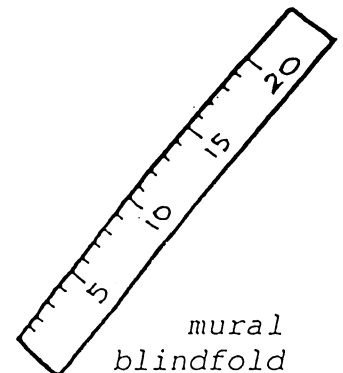
lg paper
paper

η μηλιά	apple tree
το μήλο	apple
τα μήλα	apples
το φύλλο	leaf
τα φύλλα	leaves



Follow-up Activity - Numbers 2

A child at a time can be blindfolded, spun around carefully and asked to put his/her finger on a part of the apple tree. The blindfold comes off and the child says what number the apple is in Greek. If the child misses the apple he/she can have another go. Play this game several times.



mural
blindfold

GREEK LESSON 3 - TIME

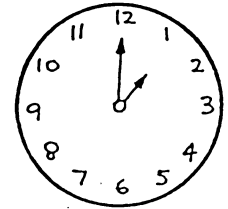
Resources

YEAR TWO

O'CLOCK AND HALF PAST

Revise all the o'clock times. Show the children a time and ask someone to find the matching flashcard from the floor. Introduce 'half past' in Greek and choose one child at a time to come to the front and create a half past time. The other children say that time in Greek and find the correct flashcard from the floor. Play this activity until no half past flashcards remain.

flashcards
lg clock



Τι ώρα είναι;

What's the time?

Είναι μιάμιση. It's 1:30

Είναι δύομισι. It's 2:30

Είναι τρεισήμισι. It's 3:30

....

Είναι εντεκάμισι. It's 11:30

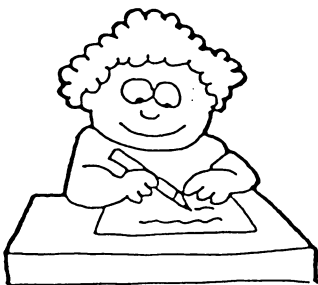
Είναι δωδεκάμισι. It's 12:30

Discuss the different activities people are involved in through the day, at school and at home. Relate these activities to o'clock and half past times.

The children get a piece of paper and divide it in half. On one side they draw and write an o'clock activity and on the other side a half past activity. The children label their work in Greek.

paper

9:00

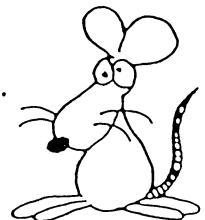


Είναι εννέα.

12:30



Είναι δωδεκάμισι.



ch'n work

Follow-up Activity - Time

The children can read their work in Greek, telling the class what they do at that time.

GREEK LESSON 4 - SENSES AND ACTIONS 1

YEAR TWO

TOUCHING

Discuss why our sense of touch is important. Introduce several Greek words on texture. Prepare a 'feely bag' with a variety of soft, hard, smooth and rough objects in it. Explore a variety of sentences in relation to touch. For example:

Εγώ αγγίζω

I touch

Το μαλλί είναι μαλακό.

The wool is soft.

Ο χάρακας είναι σκληρός.

The ruler is hard.

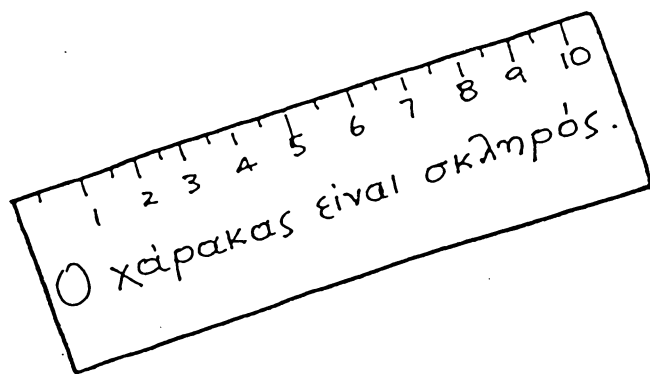
Το πλαστικό είναι λείο.

The plastic is smooth.

Το χαρτί είναι τραχύ.

The paper is rough.

Try to give every child a go at feeling an object and then constructing a sentence. The class can repeat the sentence after the child. Each child can go onto drawing a large picture of the object he/she felt, colour it in and cut it out. The children can write an appropriate sentence on their object.



Follow-up Activity - Senses and Actions 1

Each child can read his/her Greek sentence to the class.

Ask the children what other objects are soft, hard, smooth or rough. Try to use objects that the children know in Greek.

Resources

flashcards

feely bag
objects



flashcards
paper



ch'n work



GREEK LESSON 5 - SENSES AND ACTIONS 2

Resources

YEAR TWO

THE FIVE SENSES

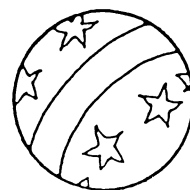
Revise the five senses using the flashcards.

flashcards

The teacher can call out a word in English and a child finds the Greek flashcard.

The children help the teacher assemble a face on the board or on a piece of paper. The teacher calls out the following words and a child at a time draws the missing parts on the board or paper.

lg paper



Χρειάζομαι ένα πρόσωπο.

I need a face.

δύο μάτια.

two eyes.

δύο αυτιά.

two ears.

ένα στόμα.

a mouth.

μια μύτη.

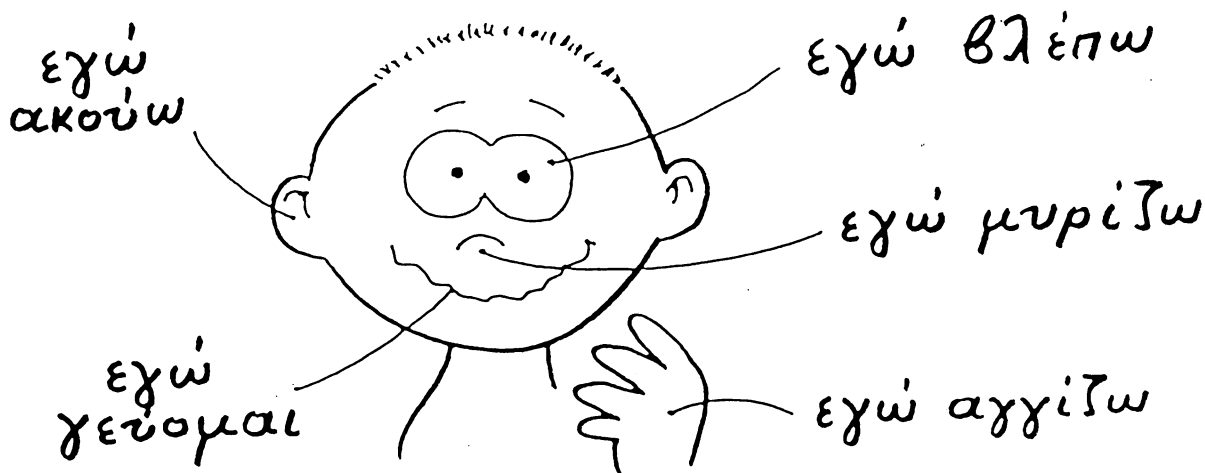
a nose.

ένα χέρι.

a hand.

The teacher then labels the large face with the words 'I see, hear, smell, taste and feel' in Greek. Reward those who helped.

Each child draws his/her own face on a piece of paper and labels it with the five senses.



Follow-up Activity Senses and Actions 2

Each child can have a go at reading his/her work in Greek to the class.

ch'n work

All the children close their eyes. A child calls out one of the five senses in Greek and the other children put their hands on that body part.



GREEK LESSON 6 - THE CALENDAR 1

Resources

YEAR TWO

DAYS OF THE WEEK

Revise the seven days of the week by spreading the English and Greek flashcards upside down in the middle of the circle. Play a memory game where each child gets a turn. Reward those children who get a pair of matching cards eg. Monday in English and Greek.

Ask each child in the circle which is his/her favourite day of the week and why.

Divide the children into seven groups and give each group a medium-sized piece of paper with a day of the week outlined on it. Each group can paper chip their day of the week with coloured paper or do a wild and wonderful pattern on it.

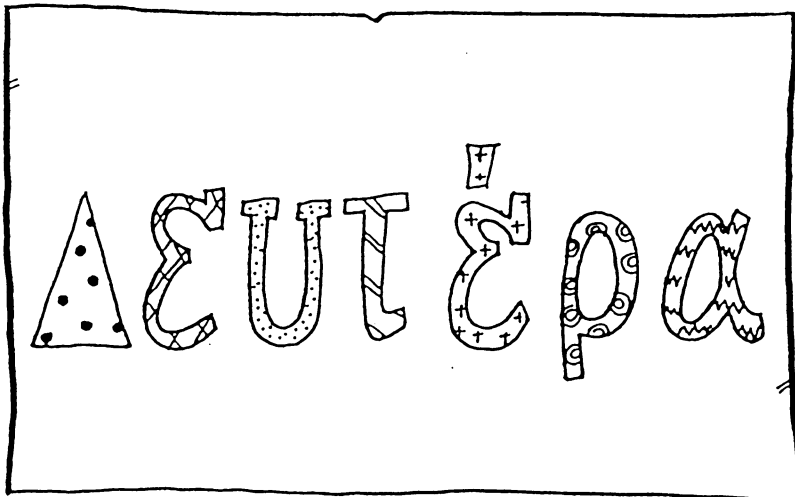
flashcards



posters
coloured
paper



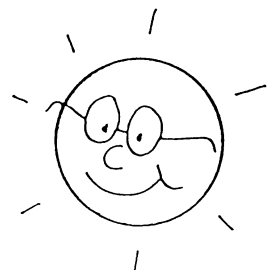
Η εβδομάδα	The Week
Δευτέρα	Monday
Τρίτη	Tuesday
Τετάρτη	Wednesday
Πέμπτη	Thursday
Παρασκευή	Friday
Σάββατο	Saturday
Κυριακή	Sunday



Follow-up Activity - The Calendar 1

Each child can have a go at saying the seven days of the week in Greek. Encourage the children not to use the flashcards.

Display the children's work around the class and praise them for their excellent displays.



GREEK LESSON 7 - THE CALENDAR 2

Resources

YEAR TWO

FAVOURITE DAY

Revise the seven days of the week by spreading the English and Greek flashcards in the middle of the circle. Choose two children to order both sets of days from Sunday to Saturday. Ask the children to say the days as they are being ordered. Scramble the flashcards and repeat the activity.

flashcards

Introduce the following Greek sentence structure and ask each child to construct a Greek sentence.

flashcards

Μ'αρέσει η Δευτέρα.

I like Monday.

Μ'αρέσει η Τρίτη.

I like Tuesday.

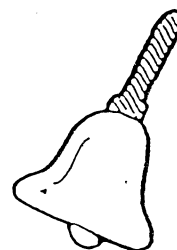
Μ'αρέσει η Τετάρτη.

I like Wednesday.

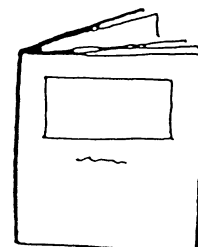
....

....

Each child writes his/her sentence on a piece of paper and illustrates it.



Μ'αρέσει η Δευτέρα.



Follow-up Activity - The Calendar 2

ch'n work

The children can share their work with the class. Encourage the children to read their sentences in Greek.

GREEK LESSON 8 - COLOURS 1

Resources

YEAR TWO

MORE COLOURS

Using flashcards, revise all the colours covered thus far. The teacher can call out a colour in Greek and a child searches for an object of that colour in the classroom.

flashcards

Χρώματα / Colours

κόκκινο / red

μπλε/γαλάζιο / blue

κίτρινο / yellow

μαύρο / black

άσπρο / white

γκρίζο / grey

ροζ / pink



Introduce the words green, brown, purple and orange in Greek. A child at a time can go to the middle of the circle and make the colour asked by mixing the appropriate paints. For example:

flashcards
paints

Mix blue and yellow to make green.

Mix red and blue to make purple.

Mix red and yellow to make orange.

Mix red, blue and yellow to make brown.

The child then paints a blob on a piece of paper to show the class the colour. The teacher can label the piece of paper in Greek, while the children say the colour in Greek. Repeat the activity several times to give other children an opportunity to mix colours. The children choose one of the four colours explored today and draw a picture. The picture is coloured in using one colour and then labelled in Greek.

paper

paper

καφέ

μωβ

πορτοκαλί

πράσινο

brown

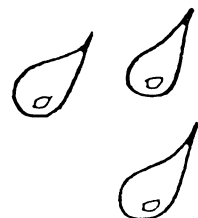
purple

orange

green



πράσινο



Follow-up Activity - Colours 1

Each of the children can read out the colour of their picture in Greek and describe it in English.

ch'n work

GREEK LESSON 11 - COLOURS 2

Resources

YEAR TWO

MIXING COLOURS

Ask the children, in English if anyone remembers how to make 'green, purple, orange and brown'.

Introduce the Greek sentences that can be used when mixing paints.

Μπλε και κίτρινο κάνουν πράσινο.

Blue mixed with yellow makes green.

Κόκκινο και μπλε κάνουν μώβ.

Red mixed with blue makes purple.

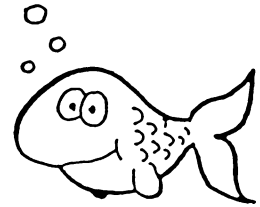
Κόκκινο και κίτρινο κάνουν πορτοκαλί.

Red mixed with yellow makes orange.

Κόκκινο, κίτρινο και μπλε κάνουν καφέ.

Red mixed with yellow and blue make brown.

The children copy one of the sentences on a strip of paper and paint a blob above each colour word. The teacher may wish to have the 'green, purple, orange and brown' paints pre mixed.



flashcards

paper
paints



ch'n work

Follow-up Activity - Colours 2

Each child can read his/her Greek sentence to the class.

GREEK LESSON 12 - BODY PARTS 1

Resources

YEAR TWO

HAIR, SKIN AND EYE COLOUR

Discuss the varying colours of hair, skin and eyes in English.

Divide the children into pairs and ask them to take turns in looking at themselves in a mirror. Each child tells his/her partner the colours of his/her hair, skin and eyes.

Introduce the following Greek vocabulary.

<u>Μαλλιά</u>	<u>Hair</u>	<u>Δέρμα</u>	<u>Skin</u>
ξανθά	fair	ανοιχτό	fair
σκούρα	dark	σκούρο	dark
	<u>Μάτια</u>	<u>Εyes</u>	
	καφέ	brown	
	μπλε	blue	
	γκρίζα	grey	
	πράσινα	green	

mirrors

flashcards



paper

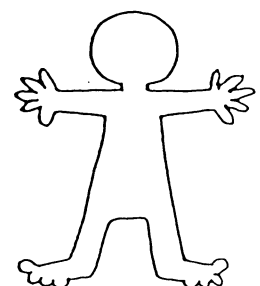
Each child can go to the middle of the circle and choose the three Greek flashcards that best describe his/her hair, skin and eye colours.

The children draw large pictures of their heads on pieces of paper and colour them in appropriately. They then label their hair, skin and eyes in Greek.



Follow-up Activity - Body Parts 1

The children can share their illustrations with the class. They can read the labels aloud in Greek.



ch'n work

GREEK LESSON 13 - BODY PARTS 2

Resources

YEAR TWO

WHAT I LIKE ABOUT MYSELF

Each child in the circle can tell the class in Greek, something special about themselves eg. 'my hands are special because I catch the ball well'.

Explore a variety of body parts in Greek like hair, eyes, legs, hands etc.

Construct a Greek sentence for each child.

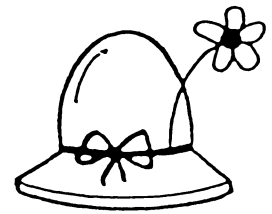
The child can repeat the sentence after the teacher. For example: ,

M' αρέσουν τα μάτια μου. I like my eyes.

M' αρέσουν τα μαλλιά μου. I like my hair.

Make a class book with a page for each child.

Each page has the sentence for each child as explored above. The children can illustrate their own pages.



flashcards

lg paper



Big Book

Follow-up Activity - Body Parts 2

Share the class book about body parts with the children. Encourage each child to read his/her page in Greek. The teacher may wish to read the sentence first and the child repeats it.

GREEK LESSON 14 - CLOTHES 1

Resources

YEAR TWO

MAKING CLOTHES

Ρούχα / Clothes

το πουκάμισο/shirt

η φούστια/skirt

το φόρεμα/dress

οι κάλτσες/socks

το παντελόνι/trousers

τα παπούτσια/shoes

το καπέλο/hat

το κασκόλ/scarf

το παλτό/coat

το κοντό παντελονάκι/shorts



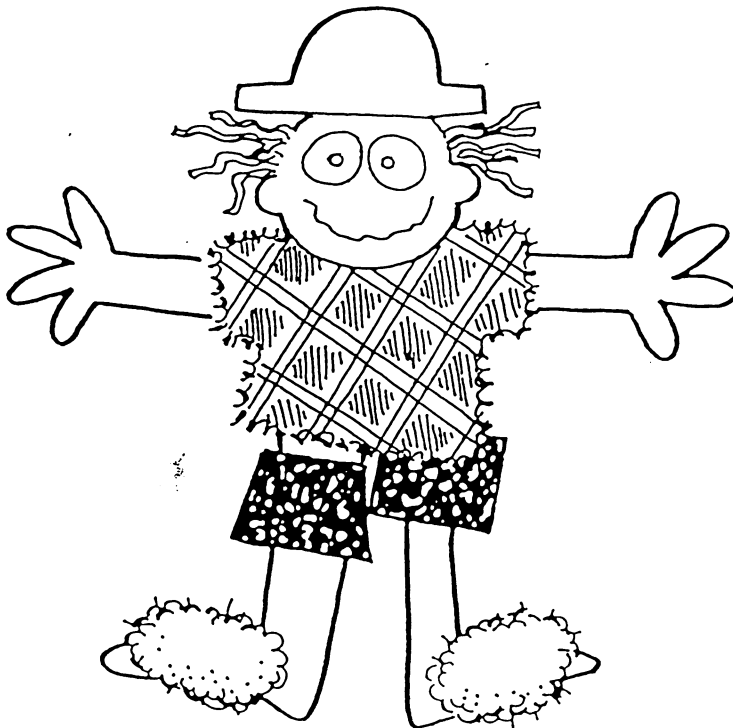
Using flashcards and clothes, revise the clothing covered thus far and introduce a few new ones.

Ask the children where each of the articles of clothing belong on the body. Encourage the children to say the body parts in Greek, where possible.

Ask the children to draw a person on a piece of paper and to then dress him/her with scraps of fabrics. The children cut out shirts, shorts etc. When the children have finished dressing their people they can label each article of clothing.

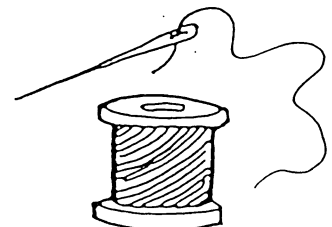
flashcards
clothes

paper
scrap
fabrics



Follow-up Activity - Clothes 1

Each child can share his/her work with the class. Encourage the children to say the articles of clothing in Greek that they used.



ch'n work

GREEK LESSON 18 - THE CLASSROOM 1

YEAR TWO

Resources

CLASSROOM OBJECTS

Η τάξη μου / The classroom

το βιβλίο / book	το θρανίο / table / desk
το χαρτί / paper	το παράθυρο / window
το μολύβι / pencil	η πόρτα / door
η σβήστρα / eraser	ο δάσκαλος / teacher(m)
η καρέκλα / chair	η δασκάλα / teacher(f)
τα παιδιά / children	το ψαλίδι / scissors



flashcards
objects

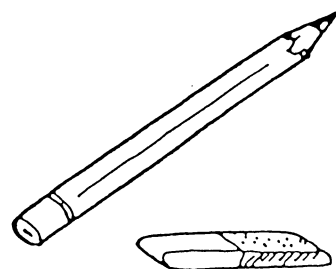
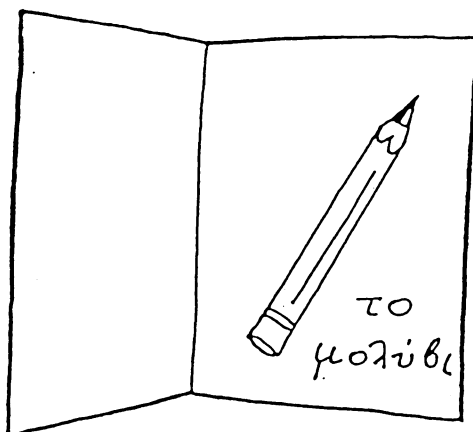
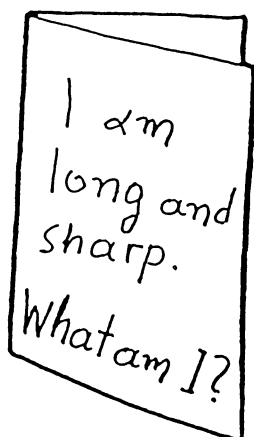
Using the Greek flashcards and objects, explore a variety of classroom objects. The teacher calls out the objects in English and the children look for the correct flashcards and objects from the floor. Encourage the children to read out the objects in Greek.

The children can choose one of the classroom objects and make up a related 'What am I?' question. The children fold a piece of paper in half, write the question on the front and draw the picture of the object on the next page. For example:

paper

I am long and sharp.
What am I?

το μολύβι



ch'n work

Follow-up Activity - The Classroom 1

The children can play their Greek guessing game. They can be paired and then exchange questions or they can move freely around the class.

GREEK LESSON 20 - REVISION 2

Resources

YEAR TWO

GREEK ALPHABET GAME

Write two letters of the alphabet on separate sheets of cardboard and the vowels three times. Go through each of the letters and their sounds with the children.

Spread the letters on the floor, in alphabetical order around the circle.

A child at a time goes inside the circle and spells a Greek word. Another child reads the word aloud and then has a go. The teacher can assist the children, if necessary.

cardboard



α β γ δ ε ζ η θ ι κ λ μ ν ξ ο π ρ σ τ υ φ χ ψ ω

μπ ντ γκ τσ τζ

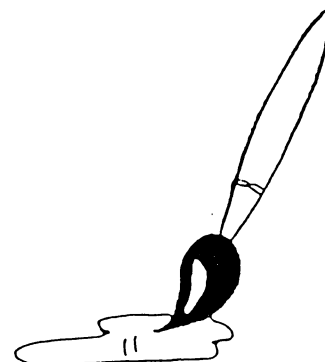
ου αι ει οι

A B Γ Δ Ε Ζ Η Θ Ι

A B Γ Δ Ε Ζ Η Θ Ι ...

A E H I

Γ Α Τ Α



Follow-up Activity - Revision 2

Try to give all the children a go at spelling a Greek word. Praise the children for working well.

GREEK LESSON 25 - FAMILY AND FRIENDS 1

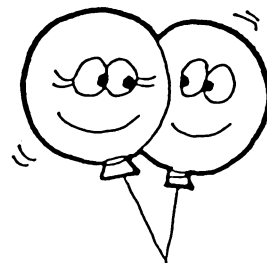
Resources

YEAR TWO

MY FAMILY

Η οικογένειά μου / My family

η μητέρα	mother	η γιαγιά	grandmother
ο πατέρας	father	ο παππούς	grandfather
ο θείος	uncle	η θεία	aunt
το μωρό	baby	ο ξάδελφος	cousin (m)
εμένα/εγώ	me/I		
ο αδελφός	brother		
η αδελφή	sister		



Using flashcards and pictures (if available) discuss all the family members covered thus far. A child at a time can find the matching picture and flashcard from the floor, when the teacher calls out a family relationship in Greek eg. brother.

flashcards
pictures

Play a game where a child stands up and chooses a family member. For example, he/she may ask the class 'How do you say uncle in Greek?' The other children have a go at translating the word without using flashcards. Reward those who have a go.

Πώς λες uncle στα ελληνικά;
What is uncle in Greek?

Λες θείος.

You say uncle.

The children can make a family caterpillar using a variety of medium-sized coloured circles. The children label each circle with a family member's name.

coloured
circles



Follow-up Activity - Family and Friends 1

Share and display the children's work.

ch'n work

GREEK LESSON 26 - FAMILY AND FRIENDS 2

Resources

YEAR TWO

INCORPORATING 'MY, YOUR AND HIS/HER'

Spread the English and Greek flashcards about family members on the floor and ask a child at a time to match the English with the Greek.

flashcards

Using flashcards, introduce the possessives 'my', 'your' and 'his/her' in Greek.

flashcards

μου	my
σου	your
του/της	his/her



Create several two word phrases with the children using a possessive flashcard and a family member flashcard. For example:

ο παππούς μου	my grandfather
η αδελφή σου	your sister
η μητέρα του/της	his/her mother

Ask each child in the circle to create a Greek phrase and then to translate it.

The children get a piece of paper and fold it in half. They then choose two of the short Greek phrases explored and write them on the paper. The children can draw the related pictures for each sentence.

paper



ο παππούς μου η αδελφή σου



Follow-up Activity - Family and Friends 2

Each child can share his/her work with the class. Encourage all the children to read their work in Greek.

ch'n work

GREEK LESSON 27 - HOME / HEALTH / JOBS 1

Resources

YEAR TWO

HOUSE FURNITURE

In English, discuss a variety of house furniture. Using Greek flashcards, introduce seven basic types of furniture that the children would be familiar with in English. The children should already be familiar with table and chair in Greek.

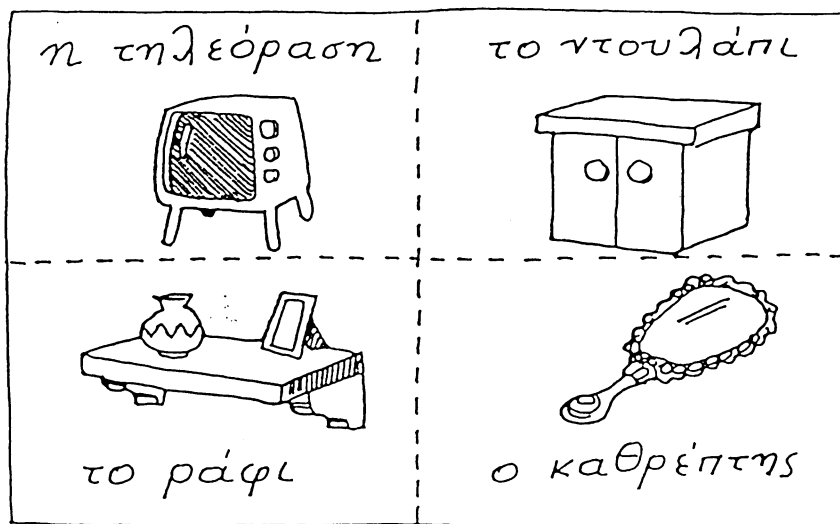
flashcards



η τηλεόραση	television
το κρεβάτι	bed
ο καναπές	lounge
το ντουλάπι	cupboard
το ράφι	shelf
ο καθρέπτης	mirror
η ντουλάπα	wardrobe

The teacher can describe one in English while the other children try to guess what it is in Greek. The child with the correct guess can pick the Greek flashcard from the floor and then has a turn at describing a different piece of furniture. Repeat the activity several times. The children divide a piece of paper into four and draw a piece of furniture in each square. The furniture is then labelled in Greek.

paper

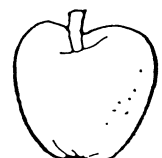


Follow-up Activity - Home / Health / Jobs 1

Each child can read in Greek and show the furniture he/she drew.

Play the activity of describing furniture with the children.

ch'n work



GREEK LESSON 38 - REVISION 4

YEAR TWO

SPIN THE ARROW

The teacher cuts a cardboard wheel and writes the Greek alphabet on it. An arrow is fastened to the centre of the circle so that it can be spun.

The teacher chooses a child to spin the arrow. The child thinks of a Greek word that starts with the letter that the arrow lands on. The next child has a turn.

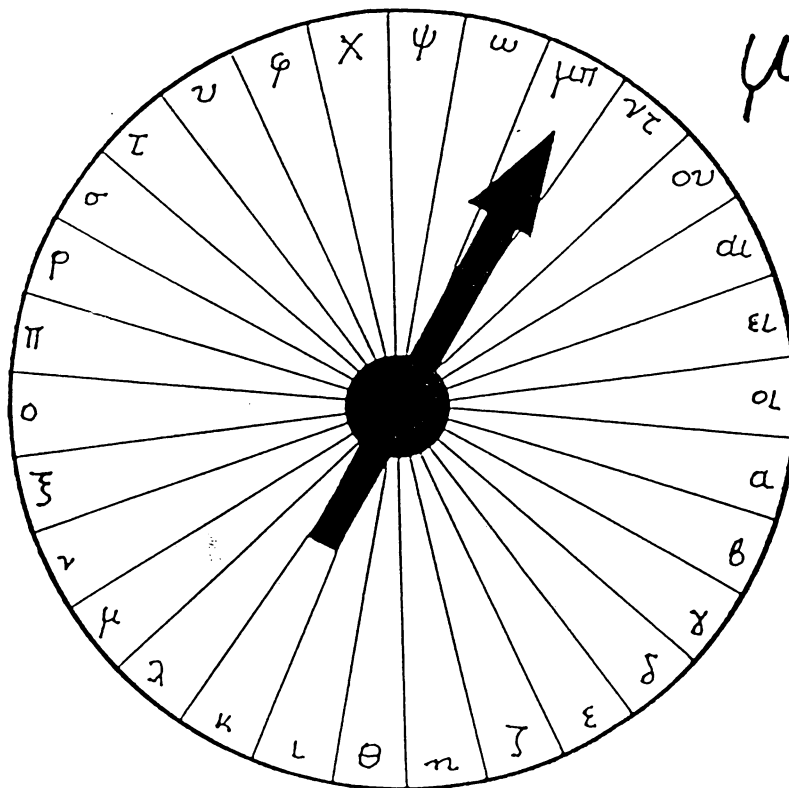
Reward and praise the children.

The teacher may need to assist the younger children.

α β γ δ ε ζ η θ ι κ λ μ ν ξ ο π ρ σ τ υ φ χ ψ ω

μπ ντ

ου αι ει οι



Follow-up Activity - Revision 4

Go around the circle and ask each child which word he/she thought of. Praise the children for being great thinkers

Resources




alphabet
wheel

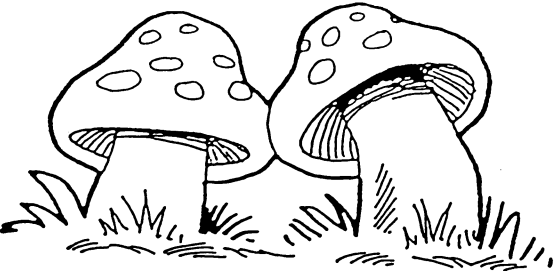


GREEK AWARDS

PSST.....Have you heard?



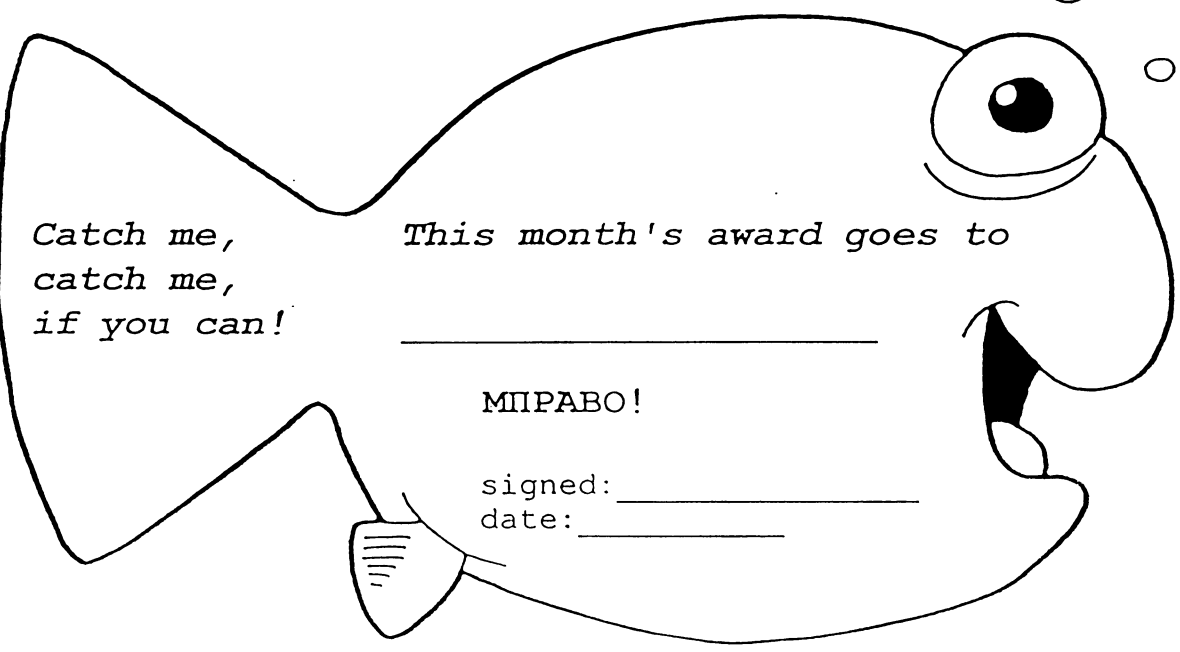
has been making good progress with his/her Greek.
ΘAYMAΣΙΑ!



signed: _____

date: _____

"I'M SO SMART IN GREEK"



Catch me, catch me, if you can!

This month's award goes to _____

ΜΗΡΑΒΟ!

signed: _____

date: _____